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Boston, Mass.
Vol. CXIII, No. 7

February 16, 1931

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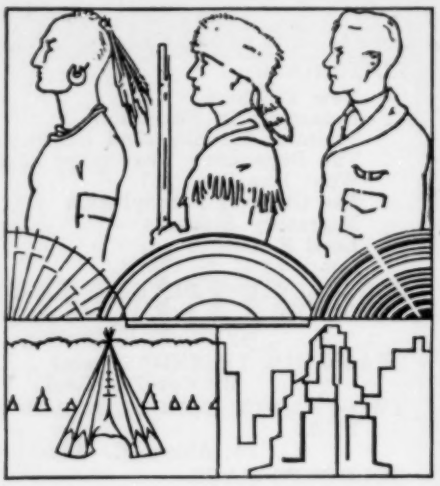

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

Editorials

New Teaching

ALL teaching must be new teaching, because all children must learn in a new world.

Failure to appreciate this by any teacher from the pre-school child to the highest graduate student of any university will be as tragic as to allow any one to be free to walk on congested city streets regardless of traffic rules.

There was no teaching in the world twenty years ago that might not be tragic today. There was no child who was not to learn everything for use in a new world.

The inorganic world from electrons to universes is different. The organic world from the faintest imaginable flutter of vegetable motion to the highest conscious personality is different from what it was ever known to be—even ten years ago.

Units, big and little, of heights and depths, lengths and breadths, of speed and power, health and disease, history and literature, have all changed.

Economics in Education

ECONOMICS must take high rank in the thinking of teachers today. Never have students as a whole been as intereste in economics as now. Never has there been the same necessity for every teacher to have an economic atmosphere in the teaching of every subject.

No subject has been well learned unless there is a market for it to some advantage of the student. A teacher who teaches any subject because it is in the course of study, or because she has been teaching it for several years, or even because she loves to teach it, is liable to be wasting the students' time.

There is a market for every subject studied in school if it is so learned that the student can know it so as to use it when opportunity comes.

We often call attention to Edison's statement that he never invents anything unless he knows there will be a ready market for it. He never wastes time creating a market after he has invented a thing.

The traditional school had high school students, especially, learn what the teacher wanted them to learn, and then blamed the graduates if they did not find a market for themselves. Now the chief business of a high school teacher is to know that his student will have a market if he learns his subject with an economic vision.

Training for Electrical Engineering

IT COSTS an average of $208 tuition per college year of nine months to receive electrical enginering training in one of the 118 universities or colleges which furnish such an opportunity in America, although the tuition and fees range from a few dollars in the state universities to $500 in the Massachusetts Institute of Technology.

No standard engineering course is offered, but the number of semester-hour credits required for graduation ranges from 111 to 184, with a median of 145.

Expenses for the study of electrical engineering average about $700 per year per student, the budget estimated for the first year of thirty-six weeks divided as follows: tuition, $208; board, $270; room, $135; laundry, $36; books, $26; and instruments, $25. This estimate does not allow for personal expenses, travel, clothing, fraternities, or other social costs.

Pennsylvania leads all other states in the number of schools giving electrical engineering, eleven being listed in the Keystone State. With a total of 765 students, Purdue University, Indiana, leads all other institutions in the number of student-engineers.

The Depressing Year

LAST year was famous for depression. Teachers took great losses in their savings. They talked losses everywhere. Despite the depression, however, the increase in membership in the National Education Association was 10,507, which is more than the entire membership was thirteen years ago and twice as many as twenty-three years ago. The depression was everywhere, yet twenty-nine states increased their membership.

Pennsylvania claimed great industrial depression, but the membership in the National Education Association was three-fourths as great as the entire membership in the Association twenty-three years ago.

What Has Done It?

WHAT carried the membership of the National Education Association from 4,841 twenty-three years ago, and 8,737 thirteen years ago to 218,188 at the opening of this year?

There have been many causes. It was a tremendous achievement to increase the membership more than 217,000 in thirteen years. No one thing could have done it.

Removal of headquarters to Washington was a vital factor as was the development of the Department of Superintendence, with S. D. Shankland as executive secretary, with permanent office at headquarters. The creation of a business office, with Harold A. Allan in charge, and magnifying the Journal of the National Education Association with Joy Elmer Morgan and associates in charge.

All these are playing a noble part, but above them all has been James W. Crabtree, his life membership scheme and everything that has been thought of and magnified by him. He is the creator of the modern National Education Association, and no one will be suggested as a rival.

But even Dr. Crabtree and all the other men would have been weaklings had it not been for the women at headquarters, in the field, and at the two-dollar pay counter in all the states and territories.

Ruth Pyrtle's year as president will go into history as defying depression, rolling up majorities in twenty-nine states.

The Glory of Pennsylvania

PENNSYLVANIA not only has the largest increase in membership in the National Education Association, but it did it under interesting conditions.

California increased 2,728, but it was bidding for the meeting of 1931.

Ohio increased 2,619, but she had the meeting in 1930.

New Jersey increased 1,253, but she had the Department of Superintendence in 1930.

Pennsylvania increased 3,657, and she had nothing, asked for nothing. What is more, Pennsylvania has asked for nothing for six years, and is not threatening to ask for anything. Noble Pennsylvania!

Migratory Students

YOUNG men and women of the United States seeking a college education migrate from one state to another in large numbers. A study of the student bodies of fifty-two land-grant colleges shows that 23,712 students left their home states in 1928 and attended state universities and colleges in other states. The figures apply only to the land-grant college group. Of the total attending land-grant institutions outside their states of residence, approximately 72 per cent. were men and 28 per cent. were women.

In the migration of college students there were twenty-five states in 1928 to which a greater number of students came from other states to attend the land-grant colleges than left the state. The states receiving the greatest number of students from without the state were Wisconsin, Illinois, New York, Minnesota, and Massachusetts. The states from which the greatest number of students migrated for a college education to other land-grant institutions were Illinois, New York, Pennsylvania, California, and Iowa.

A large number of students from foreign countries come to the United States and enroll in the land-grant colleges.

Loyd F. Gehres

LOYD F. GEHRES, who has been associated with the Ohio office of the John C. Winston Company for the past twelve years, has been appointed manager of the High School and College Department to succeed the late George A. Helms.

Mr. Gehres is a graduate of Ohio State University. Upon America's entry into the World War Mr. Gehres, then a high school principal, enlisted. At the conclusion of the war, but before he had resigned his commission, and while still in uniform, he was engaged by the John C. Winston Company.

Death of M. G. Clark

RARELY has any sudden death from disease given the profession a shock such as it received on February 5, when the news of the death of Melvin Green Clark, superintendent of Sioux City, Iowa, was flashed over the country.

No one occupied the same place in the heart of the profession that Dr. Clark occupied. For nineteen years Iowa has regarded him as its standard-bearer of education righteousness. Other men have come and gone, but M. G. Clark has kept Sioux City the banner-bearer for Iowa.

He has never failed to be supremely wise in leadership in the National Education Association, nor in the Department of Superintendence, and there has never been a time when he was not the leader in some important activity. Few men combined wisdom and oratory as uniformly and as skillfully as did Dr. Clark.

The day before his sudden death from a heart attack we received a paragraph from Dr. Clark, which we are using on page 178 in this issue.

1930 was the 175th anniversary of the granting of the Royal Charter which established King's College in the Province of New York.

Schools Must Develop Responsibility

By ALBERT E. WINSHIP

AMERICAN education is one of the biggest achievements in civilization, and the biggest problem in American education is the creation of universal responsibility for solving all civic, industrial, and other problems through self-learning from childhood to adulthood.

For the first time individual responsibility is being early accepted by self-education.

Little children cannot help self-learning, because they learn much when adults learn it. They see airplanes as soon as adults do, are as interested as adults are, understand what is said, and remember it as long.

Children develop responsibility remarkably. They early estimate speed of automobiles. They make some miscalculations, but they look and estimate, and the deaths of children lessen much faster than those of adults. They never ask if they may take a chance. Teasing has become a lost art with children.

Social responsibility and self-education, therefore, is the second achievement of children, and comes with school years and the approach thereto. Social responsibility through self-education is the big education problem with boys and girls as they enter the school age.

Preachers, moralists, and lecturers emphasize the laxity of family life in dealing with children at home. No one, so far as we have observed, has approached this as a definite problem of education. The fact is that children come to this age well equipped to accept responsibility for their experiences in life, and have assumed self-education to meet responsibilities.

There is nothing for the school and family to do but to let children accept responsibility for social comradeship and realize that they must educate themselves to estimate the right and wrong in their social comradeships.

Family life soon presents wholly new responsibilities. These are more vital to the parents than to the children. These responsibilities develop manliness and womanliness in boys and girls and create immediate respect from the children, and eliminate the various tendencies which persist where parents insist upon retaining full responsibility.

Nothing ennobles boys and girls so completely as for them to have a vital part in all budget making, especially if they assume responsibility for providing an appropriate part of the family income.

Community responsibility is a big problem in education. There is no other way to make sure of character education except through its demonstration of responsibility assumed through self-education.

A "character" is something etched with a sharp instrument on a metal. There is no character that is not demonstrated by its effect in human action through association.

Character is personal responsibility in community relations. This is the biggest problem with adolescent youths, and it can only be achieved by self-education.

Civic responsibility, above and beyond the community, self-educative as long as life lasts, is the ultimate high achievement of education in the New World. This creation of responsibility through self-education in each stage of human development is the biggest problem of school education.

"Have Him Tested"

By CAROLYN TOWLE

When a child who's in your class
Cannot learn enough to pass,
Have him tested!

When a child lacks number sense,
And you've drilled him till you're tense
Have him tested!

If the child lacks three eye pauses,
Stops and starts at all wrong clauses,
Have him tested!

When the child gives mirror writing,
Be alert for uphill fighting,
Have him tested!

If he does not know a word
The thing to do, as I have heard,
Is have him tested!

Have him tested through and through
Till you know his real I. Q.
Just have him tested!

Then you teachers, please I pray!
Go and test yourselves today.
Could you pass a mental test
Like you've given all the rest?

Two Famous School Board Members

By ALBERT E. WINSHIP

DR. SHURLY and MRS. OSBORN

DETROIT is a world wonder in education as in other functionings.

When I first taught school Detroit had 50,000 population. Since then it has increased 1,450,000.

When I made my first public address in Detroit there were 120,000 residents. Since then the population has increased about 1,400,000.

It is impossible to imagine what this has signified to the school management.

Above everything else is the fact that every school year has seen the school life and work highly progressive. There has been no time in which the schools of Detroit have not been in the front line of progress.

I have known Detroit personally for forty-six years, and there has been no year that I have not marveled at the pace of progress. This is a little more true in 1931 than it has ever been before.

Dr. Burt R. Shurly, president of the city board of education, has been a member of the board for four years. He has been a prominent citizen of Detroit for many years.

Dr. Shurly is a specialist in ear, nose, throat and chest diseases. He has been prominent in medical circles both in Detroit and nationally. For a number of years he has had his own hospital, and has been consultant for other hospitals. He served during the Spanish-American War as an assistant surgeon, and has been active for years in the Michigan Naval Brigade and in the Medical Reserve Corps. During the World War he was the medical director commanding Base Hospital Number 36, and served in France as the colonel commanding the 310th Medical Regiment. Also as a physician he has been very active in the program to prevent and cure tuberculosis. He is at present president of the Detroit Tuberculosis Sanatorium.

As a member of the Board of Education Dr. Shurly has been an active worker for everything which contributed to the well-being of children. His special interest and contribution to the board of education especially this year has been his emphasis upon the need for thorough study and treatment of children before they become delinquent.

He has urged strongly that the board of education try out experimentally a school where much more complete diagnosis and treatment service may be carried on than has been possible for problem cases heretofore in the public schools. He has secured the co-operation of a large number of civic leaders in various fields. He has been made a member of the Michigan Crime Commission and of its sub-committee on the prevention of crime.

Mrs. Laura F. Osborn has been a member of the Detroit Board of Education since July 1, 1917. Appropriately enough she was elected to the first small board of education that Detroit had. Prior to 1917 Detroit, like many other large cities, had a large and unwieldy board of twenty-one members elected one from each ward. Mrs. Osborn, as a member of the Twentieth Century Club, had been for years a leader in the movement to replace the large political board chosen from the different wards by a small non-partisan board chosen from the city as a whole. She recognized that there was throughout the country a growing sentiment in favor of small boards of education which would formulate major policies and which would leave administrative action to the superintendent as the chief executive. After years of work she and others interested were able to secure passage in the legislature of a bill providing for election of small boards at large and on a non-partisan ballot in cities of the first class (of which Detroit was the only example).

Under the small School Board the Detroit schools have attained first rank. Mrs. Osborn has three times been elected by the entire city to membership in the Board of Education for a six-year term, and has twice been honored by her colleagues with the office of president. She is at present the only woman in elective office in Detroit.

Mrs. Osborn has consistently forwarded participation by the women's clubs in matters of civic welfare. Largely through her efforts there is an unusually fine relationship existing in Detroit between the various voluntary organizations of women and the civic agencies of various types.

Mrs. Osborn has always been interested in educational work. Before her marriage she taught for several years in high and grammar schools in Indiana and Illinois. Throughout her life she has been a student. Her work at school, public, private and normal training, was marked by brilliant scholarship. She has done everything possible to equip herself better for her work as a member of the Board of Education. She has furthered every progressive measure for the welfare of the schools; she has initiated many of them. "Children first" is her slogan. She is herself the mother of three children. She is sincere and genuine and has the courage of her convictions.

No other city superintendent has an administrative experience in any city comparable to Dr. Frank Cody's activities and conditions in Detroit. He is in education a good running mate to Henry Ford in industry.

Belding's Page

The Education Cycle

BUSINESS has no monopoly on cycles. Education has one of its own.

The education cycle moves in longer curves than the business cycle. Yet some sort of correspondence exists between the two, and the correspondence may become closer as time goes on.

For the schools are already "big business." They constitute an enormous enterprise. Aggregate yearly budgets of education in the United States have climbed above two billions. So vast a business proposition cannot be expected to go along independently of general business trends.

Suppose we regard education for a moment as a commodity. The school is the producer and seller. The public is the purchaser.

Cannot we all remember a time, even within the twentieth century, when education confronted a buyers' market? Teachers were poorly paid. Schools were inadequately equipped. The public begrudged the proper costs of education.

Gradually the cycle turned. Teachers' salaries were increased. Larger and larger sums were willingly spent for education. The schools prospered. If extravagance crept in, this was but natural. The customers were clamoring for more. The producers deserve much credit for having kept down the costs as carefully as they did.

Again the cycle moves. The present market challenges costs and examines the goods offered. Probably this is a wholesome thing for education. The community has a right to ask what it gets for its school dollar. Fortunately, it is getting more each year.

The goods have been improving in quality and quantity. There has been excellent merchandising —splendid matching of educational output with manifest demands, and keen anticipation, in some communities, of demands sure to arise.

The relationship between the school and the community is reciprocal. Each needs the other. Best results for the citizenship of tomorrow can come only from a right understanding of this mutual dependence and a responsive attitude on the part of each.

Athletics at Pennsylvania

THE athletic sideshow has been taken under the main tent at the University of Pennsylvania.

Not only are coaches to be members of the faculty—an important step in itself, and one which a number of schools have already taken—but a thoroughgoing revision of athletic administration has been decided upon and put into effect.

Athletic games have long since demonstrated their value as an educational adjunct for the development of participants, and as a means of advertising and popularizing an institution through major contests with other schools. It has been easier, however, to let matters drift, with little attempt at direct control, than to work out a scheme for incorporating athletics into the educational program of the institution.

The new department of physical education, set up at Pennsylvania, includes intercollegiate sports as only one of three branches, the others being student health and physical instruction.

Greater emphasis upon intramural games is contemplated, and should result in good to larger numbers. One of the finest things a college can do is to equip its graduates with a habit of recreation and a lifelong interest in play, not as a spectacle but as a means of personal health and the constant renewal of life.

Pennsylvania will abolish the training table for athletes; the spring and pre-season practicing of football; and the subsidizing of athletes for the sake of attracting them to the university. To do these things will be difficult. The resolution is nevertheless noble, and fellow educators will wish President Gates and his colleagues the utmost success in their venture.

The Character Phase

WE ARE not to suppose that character education in the schools is a new thing. Definite, formal instruction in ethical principles and practices is comparatively recent. But a sound character has been a common by-product of the schools wherever these have been in charge of true and inspiring teachers.

No doubt our schools still have much to learn about the technique of character building. But they have done a great deal along that line even with technique undeveloped.

Auson W. Belding

Associate Editor.

Working for the Children of America

By NORMAN R. CROZIER
President, Department of Superintendence, N. E. A.

"WORKING together for the children of America!" This terse phrase constitutes the theme of the program for the sixty-first annual convention of the Department of Superintendence of the National Education Association scheduled to be held in Detroit February 21-26. This theme is self-explanatory of the purpose of the meeting and the meaning of the program. The same theme in varying degree runs through every general session from the opening vesper service Sunday afternoon through the final session Thursday afternoon. The aim is the co-operation of all agencies and the *objective the development of a finer citizenship for our nation.* Such subthemes are used as "Working for the Spiritual Life of the Children," "Working for the Mountain Children," "The Home, School, and Community Working Together," "Little America and the Children," "Some Problems in the Education of the Children," "Pupils from Representative High Schools of the Nation Singing Together," "The Articulation of the Units of American Education," "Working Together for the Physical Well-being of the Children," and finally, "The Children of Detroit Working Together for the Entertainment of the Country's Educators."

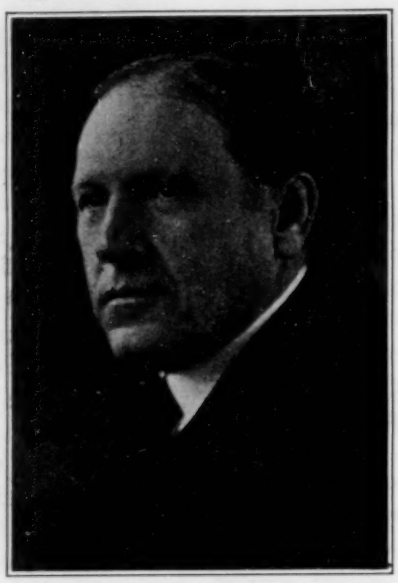


Photo by Montgomery, Dallas

NORMAN R. CROZIER

The stage is set in Detroit for this important gathering, the program is prepared, and all that remains to be done is for the members of the Department and of the fourteen allied organizations to assemble.

The Department of Superintendence is a hard-working organization, not on pleasure bent, not concerned with politics, having no thought of self-advancement, no personal financial gain in mind, but vitally interested in learning how the "job" of the schools may be better done. Hence the mid-winter meeting of the N. E. A. has become a vast educational clearing-house for the discussion and solution of the problems involved in the education of the children. This work is not sectional, but should be truly national in spirit as well as in name. An effort has been made to have North, South, East and West represented. Every state in the union has some part in committees, in discussion groups, or on the general program. Thought has been given to bringing forward new speakers with new messages and fresh points of view.

No school community can afford not to have representatives present. It is true that the printed procedings of this convention will be available later on, and the yearbook will also be distributed, but professional stimulation can come only from actual contact with others. The printed page will not give the vision and inspiration that educators need and can gain only by attending these great national gatherings.

Detroit is ready. Her hotels and meeting places are unsurpassed. It has been fifteen years since this magic city honored us by serving as host. Superintendent Cody and his staff, the Chamber of Commerce, clubs and business organizations have co-operated whole-heartedly with the officials of the Department in their endeavor to make this an outstanding meeting in the history of the Association. The schools of Detroit constitute an attraction in themselves.

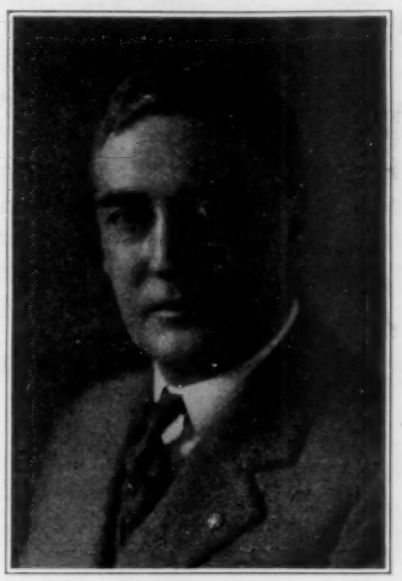
It is to be sincerely hoped that there will be a large attendance, and after the final curtain has been rung down we shall leave regretfully, feeling in our hearts that it was good for us to have been there.

"What we need is less propaganda and more discrimination in elementary education."
—James F. Hosic, Teachers College, Columbia University.

Working with the Community

By EDWIN C. BROOME
Superintendent, Philadelphia

EDUCATION is a total community responsibility! It is not the sole business of a corps of principals and teachers, nor is the formal school the only agency in the educational process. While educators may lead the way, they cannot go far without the support and co-operation of other agencies in the community which are influencing the lives of the children. There is nothing new in the thought just expressed. We have been seeking co-operation of allied agencies for a long time with more or less success, but we have been thinking in terms of community co-operation with us—such co-operation as we may choose to invite for our own purposes.



EDWIN C. BROOME

Let us think for a while of our responsibility for working with the community and its several agencies, and we may look at the problem in a different light. We shall then go to these agencies and discover what their needs and purposes are, offer them our services; and in most cases we shall find a fertile, and frequently an unsuspected, field for educational service.

This we have been endeavoring to do in our own city during the last few years; and some of the results have been surprising. For example, we sought an opportunity to co-operate with various organizations of employers and employees. After making a survey of the situation we found that there were about thirty organizations intensely interested in education for their members, and we offered them our services. What resulted? In addition to the usual evening school courses, we found that they wanted practical courses for apprentices, and journeymen, as well; and that several organizations which we would not ordinarily think interested, such as plasterers, bricklayers, painters, and paper-hangers, were anxious for our assistance. The employers in these trades agreed to excuse their apprentices on Saturday mornings on full pay and furnish the equipment; we to furnish the teachers. In some cases the classes are conducted in our schools; and in other cases we send our teachers to the shops. These courses are called trade extension courses; and, according to a recent report, 543 apprentices were regularly engaged in these courses on Saturday mornings, covering the trades mentioned above, also printing, metal working, and electrical construction. We found a group of foremen in various factories who wished to get together under our leadership for round-table conferences on their problems, and that was arranged.

After making contacts with the leaders of the alien groups in the city, we found that there was a demand for instruction in English and Citizenship and Home Making for the foreign women in these groups. We arranged afternoon and evening classes in the schools, the same schools which their children attend. We also sent teachers into the homes to meet groups of women for this type of instruction. Over 1,200 women were enrolled in these courses during the last school year. Nearly nine hundred of them on Sunday, March 11, made a pilgrimage to Washington under the leadership of our supervisors, and had an experience in Americanism which they will long remember.

Likewise, contacts with hospitals revealed the fact that there were many children suffering from orthopedic and other troubles detained in hospitals for treatment who ought to be receiving education. Wherever we find a sufficient number in any hospital, we send a teacher to instruct such children regularly.

We made a contact with the County Prison Board, as a result of which we were requested to send teachers to the county prison to instruct prisoners who need an education while they are serving their terms.

These are only a few of the results of our work with community agencies in extending education to large numbers.

Believing that the public schools are the public's schools, we made it known through the newspapers that we would be very glad to open our schools to any responsible organization in the community for their use for educational, recreational or social purposes. The response was very encouraging. During the last school year the

high schools were used 700 times by various community groups, and the elementary schools 893 times.

The demand for evening school courses took a tremendous jump as soon as the public found that we were prepared to offer the services of our schools to any group which desired to pursue any legitimate course of instruction. Some unusual demands resulted, and, in addition to the usual courses which are found in city school systems, we are conducting classes in advertising; chemistry for nurses (for those in hospital training); electro plating; general textile and fabric analysis; linotyping; lip-reading; novelty making; power plant operation; textile chemistry; textile design. These are opportunities for service that we never would have known but for the fact that we went to the people to find out what they needed.

We co-operate with the large department stores through co-operative part-time courses in salesmanship, in which pairs of students alternate every two weeks so that there is always one in the store, and one at school. We have the same arrangements with a number of industries, whereby boys may secure positions in industries on a part-time co-operative basis and receive pay for their services. It is never difficult to place in good positions those who graduate from the co-operative part-time courses. Employers prefer them to strangers.

Again, in studying the needs of the public, we found that there was a demand for guidance and vocational assistance for boys and girls who must leave school at the age of fourteen with working certificates. So we organized our Junior Employment Service. During the year 1929-30, 80,000 interviews were held with such boys and girls to give them advice as to their future occupations. In many instances they were persuaded to return to school. During the same year 3,910 were placed in employment. Our supervisors of junior employment hold evening office hours so that parents and employed boys and girls can consult them when it is convenient for them to do so.

We have some great museums in Philadelphia. One is known as the Commercial Museum, and has the largest collection of commercial and industrial material in the United States. In consultation with the Director of the Commercial Museum we found that, instead of having exhibits sent in boxes to the schools, we could co-operate better to the advantage of all by sending pupils to the museum. During the last school year we sent over 80,000 children to the Commercial Museum by classes with their teachers in order that they might study this valuable material at first hand. We adopted the policy a few years ago of assigning expert teachers on the pay roll of the Board of Education to the museum. There are now three of these who spend their entire time in arranging material and in giving instruction to the visiting classes. Recently we made the same arrangement with the Museum of Art; and we have already stationed a teacher there and have fitted up a classroom with suitable equipment, so that children may study works of art at first hand in their proper setting, and under competent guidance and instruction.

In working with the community we must not forget the influence of the newspaper. We early realized that the newspaper could be a great help to us or that it might put us in embarrassing positions. We made it our business, therefore, to make the acquaintance of the editors of all the papers, and offered to supply all possible information regarding the work of the schools so that they might have a correct "background" for editorials and for the interpretation of school news. The result is that we not only get excellent news service, but many helpful editorials in regard to schools and educational policies.

We have found from experience that we can be of a great deal of service to other branches of our city government, especially the Department of Welfare and the Department of Health. One result was that we agreed to co-operate with the Department of Health in an effort to reduce diphtheria among the children. We loaned the Bureau of Health the services of our staff of medical inspectors and nurses, opened seventy schools as centres and offered toxin-antitoxin immunization to the children whose parents requested it. In response to the proffer of this service, over 200,000 children in the city have received immunization against diphtheria with the result that the number of cases of diphtheria among children in the city has been reduced from 865 in 1925 to 134 cases in 1930, which, we are informed, is the lowest rate for any large city in the country.

As soon as agitation began for some kind of service for children of pre-school age, we made contact with several of the welfare agencies and found that they were willing to co-operate with us if we would open several schools as clinics for children of pre-school age. A number of clinics were opened in our schools a few years ago, and this work is now going on very satisfactorily.

We bring the schools to the people also by having certain open days and open nights when parents and other citizens may visit the schools, see the classes in operation, observe our methods of instruction, and become acquainted with principals and teachers. Approximately 50,000 parents visited the schools during Education Week last fall as a result of the offer of this opportunity to them.

Of course, we encourage the organization of parent-

(Continued on page 186)

What Is the Biggest Problem In Public Education Today?

This question put by the Journal of Education brought forth a variety of thoughtful replies

More for Less Money

By FRANK CODY
Superintendent, Detroit, Michigan

IN MY JUDGMENT the biggest problem confronting those responsible for public schools today is that of meeting the demand of the public for a constantly richer and more comprehensive program of educational opportunities for boys and girls. Today more is expected of the schools than ever before. At the same time pressure is being exerted to decrease the funds available for schools. How may we secure fuller education at a lesser cost?

Guidance Toward Citizenship

By G. W. CHILD
Superintendent, Salt Lake City, Utah

THE biggest problem in public school education today is making the schools into social and working institutions that stimulate and guide young people economically in their growth toward good democratic citizenship. The future welfare of society is at stake on the successful solution of this problem. Traditional school organizations, impractical standards and old-fashioned methods hold the schools back from being as effective as they should be. With citizenship as a chief objective and with the new psychology and related laws of learning and the consequent changes in learning conditions and teaching methods, schools in close co-operation with the homes and with society can and should face the problems squarely and vigorously, getting better and much-needed results in civic responsibility and expression.

Teaching Character

By R. H. LATHAM
Superintendent, Winston-Salem, N. C.

THE biggest problem in public education today is the problem of character education. We have learned well how to teach children the so-called fundamentals—reading, writing, and arithmetic—but the real fundamentals that make a successful life are not so well taught. There is a demand, and there should be a place somewhere in the day's work for the teaching in some way of such virtues as sobriety, honesty, truthfulness, self-control, justice, mercy, loyalty, hard work and clean play. What shall it profit a boy if he shall gain a living by knowing the three R's, and straightway lose his life for the lack of character?

Parental Education

By WORTH McCLURE
Superintendent, Seattle, Washington

THE biggest problem of public school education today is that of parental education in child training.

The present generation of young people is confronted with the severest temptations that ever confronted any generation in the history of the world.

The thinking of parents needs to be aroused and directed if they are to meet the responsibilities which are theirs. The Seattle public schools are assisting the Seattle Council of Parent-Teacher Associations in the establishment of co-operative study groups of parents by conducting an evening school course for study-group leaders. It is significant that the enrollment of this course has practically doubled since its establishment in October and that there is a strong demand for its permanent continuance.

Justice to Childhood

By PAYSON SMITH
Massachusetts Commissioner of Education

TO PROVIDE for American youth everywhere a greater equality of educational opportunity. Not to all the same opportunity, but for each one the kind of a chance that is suited to his own tastes, talents, and capacities. If America would be just to herself and would insure the welfare of her own future, she must first of all be just to childhood. There is no other certain way.

To Retain Public Support

By PAUL C. STETSON
Superintendent, Indianapolis, Indiana

THE biggest problem in public school education is to maintain on a contracting revenue our present standards of teaching service and of administration, and plan for the inevitable expansion which faces every growing and progressive institution.

The acute current financial depression is reflected in two ways vital to the program of public education as now carried on. In the first place, due to delinquencies in taxes, many communities are faced with a shortened school term, a reduction in the amount of money for repairs, maintenance and operation of buildings and in the amount spent for teachers' salaries. While there have been few reductions up-to-date in teachers' salaries, such reductions are believed by many to be just around the corner.

The second vicious effect of present business conditions upon the public schools is more serious. Our present financial situation has created an attitude on the part of the public in many of our cities which, if not hostile to public expenditures, is extremely critical. It threatens to undo the splendid and heroic work done by school people in building up a responsive attitude toward their work on the part of the people of our rural and urban communities.

The last ten years have witnessed an almost unprecedented response to the appeals of school people everywhere for increased financial support and co-operation. If we lose this confidence it will put our schools back a decade. Salaries of teachers should not be reduced except in unusual instances, and legitimate plans for expansion, though curtailed, should be inaugurated and carried out.

Only through an aggressive attitude and through exercising every legitimate avenue of publicity to keep the public informed of the importance of the schools to each community can the disaster which confronts us be averted.

A Convincing Education

By R. E. HALL
Superintendent, Little Rock, Arkansas

DOES education educate? Do the Liberal Arts courses in college make any considerable contribution to citizenship? Do athletics, fraternities and sororities, and other campus activities make a positive or a negative contribution to a happy and successful life? The theory that the subjects taught are transmuted by some sort of alchemy into ideals, attitudes, habits, and character, is all theory, they seldom transmute.

Educated crooks and educated fools are paradoxes. Convince the public that the schools are creating and stimulating high ideals, right attitudes, and good habits that carry over into life after school, and the money to finance any program asked for will be available.

Better Rural Schools

By BERTRAM E. PACKARD
Maine Commissioner of Education

IN MY OPINION the greatest problem in American public school education today is that of devising means whereby children in rural and sparsely settled communities may have at least a standard minimum of educational opportunity. Taxable wealth is limited in such areas, and it is most certainly the obligation of the state and the nation to guarantee to every child the advantages of a comfortable, well ventilated, sanitary schoolroom, adequately furnished with textbooks, maps, globes, and the usual school supplies under the direction of an efficient, progressive and well-trained teacher.

Parental Collaboration

By WORCESTER WARREN
Superintendent, Bridgeport, Conn.

I BELIEVE that one of our important problems is to secure co-operation from the home. By co-operation I do not mean support. Parents support the public schools very well. By securing co-operation I mean getting the parent to seriously assume his responsibility for education in the home and co-ordinating that education with the education of the public school. I believe this is a proper function of our Adult Education Department in co-operation with the Parent-Teachers Associations.

Keeping Pace With Social Changes

By A. L. THRELKELD
Superintendent, Denver, Colorado

THE social order has rapidly changed. Education has not changed so much. The new social order is one of change. Relatively speaking, education insists upon the maintenance of the status quo. In these facts we find, in my judgment, the biggest problem before public school education today.

Adaptation to Each Child

By CHARLES A. RICE
Superintendent, Portland, Oregon

ONE of the most vital problems in education today is the adaptation of the course of study, the textbook, the program of recitations, and the instruction to the child. The child is the centre. No two children are alike in mentality and in interests. If everything is measured out to the child in proportion to his ability to master it, there will be no failures at the end of the term. In all of these efforts the objective is to do for the child those things that will best fit him for his place in society.

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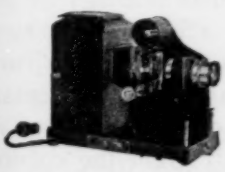

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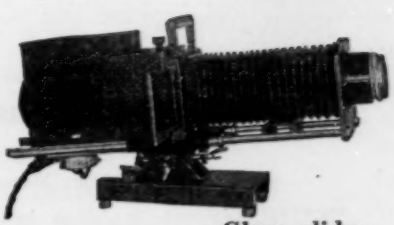

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Better Teaching Technique

By A. J. STODDARD
Superintendent, Providence, R. I.

EDUCATORS are coming to realize the potency of attitudes in the learning process. Fundamental to further progress in the refinement of teaching is the development of techniques and procedures in the classroom that will result in the proper attitudes on the part of the learner. With this must come the ability to determine, on a practical basis, when such attitudes have been acquired. How to produce the open mind and establish the habit of critical thinking in the solution of problems at each age level must somehow become the equipment of the average classroom teacher of the future.

Scope of Service and Financing

By S. T. NEVELN
Superintendent, Austin, Minnesota

THERE are at least two major problems in public school education today.

The first has to do with the scope and the varieties of services the school should provide. There is no one right answer that will apply to all communities and all sections. It must be worked out locally in each and every case.

The second problem is how to secure the necessary funds without impairing the economic virility of a large group or breaking their economic back and destroying their educational morale.

Our present system of property tax is archaic and unsound. Only the selfishness of economically superior groups is preventing a serious approach to the problem.

Education needs trained, experienced and wise leadership.

Spiritual Guidance

By M. G. CLARK
Superintendent, Sioux City, Iowa

BEFORE me upon my desk are two clay tablets. They were handed me by an archaeologist who found them among the old Babylonian ruins. He gives their date as approximately twenty-three hundred years before Christ. One is a commercial receipt given to a messenger for the delivery of sheep and cattle to the temple. It is perfectly preserved in every detail. It seems practically indestructible. The other is a prayer cone—a prayer for the king. It is rudely made of soft material, badly marred and scratched, and was evidently stuck into the wall of the temple. It was a miracle of care that it was preserved as it is.

Twenty-three hundred years before Christ the commercial world evidently took great care in preserving its business documents. The spiritual world, however, represented by the other tablet, soft, unbaked, and scratched, was regarded as of far less importance.

The world has not changed much in all these years. In these days of ultra-commercialism, of great business mergers, investments in great buildings, factories, shops, and modern appliances, let us remember that it is the investment we make in the inner man and not in buildings, temples, or great commercial factories, that will be remembered five thousand years from now. The message of a great teacher that sinks into the heart of the child will be transmitted to the centuries that are to come. It is the prayer cone that will miraculously be preserved.

To Improve Rural Schools

By BERTHA R. PALMER
State Superintendent, North Dakota

WITH more than half of all our children attending country schools and more than half of the teaching positions located in the country, the rural school is a challenge to the entire nation.

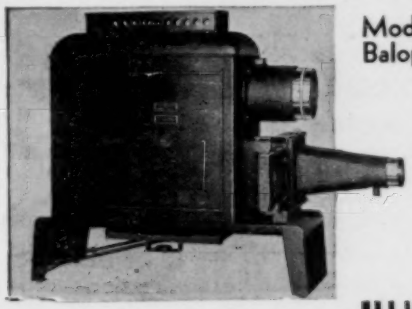
The attention of real teachers would be turned to rural schools if teachers of teachers would dignify and glorify the opportunities of the environment of the country, which has always furnished inspiration to artists, poets, and song writers.

The idea seems to prevail that rural schools are fast becoming a thing of the past, but Miss Mabel Carney's recent survey shows that while this idea has prevailed for some twenty-five years, conditions now show that more than one-half of our children are attending rural schools, that more than one-half of all teaching positions are in rural schools, and that two-thirds of all elementary school buildings are in the country. When we consider that pupils go directly from the country schools to our high schools, and from our high schools to our institutions of higher learning, it is seen at once that improvement in the rural schools will improve our whole system of education.

To Make Responsible Citizens

By L. P. BENEZET
Superintendent, Manchester, N. H.

THE biggest problem in education is to make responsible citizens out of our pupils. Let the curriculum deal with problems of the family, the village, the city, the country, the world. Teach the moral and physical sanitation of Chicago instead of the government and culture of Athens. Discuss the influence of the talkies instead of the influence of the Renaissance. Deal with the elimination of poverty, crime and war instead of the elimination of "x, y, and z." Drill on respect for the rights of others instead of on multiplication tables, and the Austrian method of subtraction. Some school once had an opportunity to make a decent citizen of Al Capone.



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Write for information on Balopticons for education.

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VICTOR RADIO
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The ideal educational instrument . . . combining Victor Radio and the sensational new Electrola, playing Victor Records loud or soft, electrically, as you wish . . . at a price within reach of practically every school.

START the new semester with this magnificent New combined Victor *radio* and *record-playing* instrument. Designed especially for schools, bringing you matchless *Victor Tone*, it is a sensational value at its list price. And *schools* get 30% discount!

An RCA Victor instrument and Victor Records offer you the *only* way to make education over the air effective—through *Active Listening* . . . The accepted basic training is *Music Appreciation*. Quickly develop the skills required with Victor Records and then apply them specifically, in advance . . . you can also *review* the radio concerts!

"Preparation, Participation, Permanence"—these are the key words of radio educational work today.

RCA Victor alone offers you the complete means for this modern pedagogy. You owe it to your school to act *at once*. Get your Victor dealer to install the New RE-17 *now*. Write to us for any help you need. Accept no makeshift substitute. Don't wait!

Be sure to visit our booths in Fontain Ballroom, Masonic Temple, Detroit, at the Convention of the *Department of Superintendence.*

Frances E. Clark
Manager Educational Activities

RCA VICTOR COMPANY, INC.
Camden, N. J.
A Radio Corporation of America Subsidiary

Equal Rural Opportunity

By WILLIS A. SUTTON
President, National Education Association

THE biggest problem in education today is giving the rural school child an equal and adequate educational opportunity. Somehow in great congested centres schools may not be perfect, but the great mass of the people by their social impact are practically forcing good schools for these districts. In the isolated and sparsely-settled sections of the country the children are being neglected. This is the biggest problem, because America cannot endure as a real democracy unless we give something like equal educational opportunities to all the children of the country. Children who are to be judged by the same court, subjected to the same laws and regulations, and required to live up to the same specified legal standard, are entitled at least to an equal and adequate educational opportunity.

To Get a Decent Democracy

By WILLIAM McANDREW

THOMAS JEFFERSON thought we must have a system to teach youth what is going on now and to inspire each to make his part of the world go on right. Noah Webster, in his magazine, just after the National Constitution was adopted, wrote that the Revolution was not ended; it had only just begun. The big problem, he said, is to educate the people to desire and to make a true democracy. Who can say that this is not still, in the year of our republic the hundred forty-third, the greatest problem, and much neglected in favor of secondary hobbies, like scholarship, athletics, clubs, culture, and preparation for a life nobody will see any more?

To Professionalize Education

By W. A. BALDWIN
Author of "From the Old to the New Education"

EMERSON said: "Respect the child."

Our educational administrators ape big business—they *organize, systematize, mechanize.*

We need to *professionalize* education— to readjust conditions in our schools and colleges so that every real teacher may be encouraged to teach—to make his best possible individual contribution as a teacher, to the end that every pupil in every school and college may be getting his best possible growth in thinking on problems appropriate to his present needs in right attitudes, in individual initiative and in helpful self-expression.

Our biggest problem is to arrange a curriculum so broad, deep and adjustable as to make the above increasingly possible.

Threefold

By W. W. BORDEN
Superintendent, South Bend, Indiana

"HOW to make children independent thinkers."

"How to make adjustments of the curriculum so that each of the seven cardinal objectives of education shall have a chance to be fulfilled."

"Provision for finances to adequately meet the needs of the public schools."

Meeting the Crime Wave

By LAURA BELL EVERETT

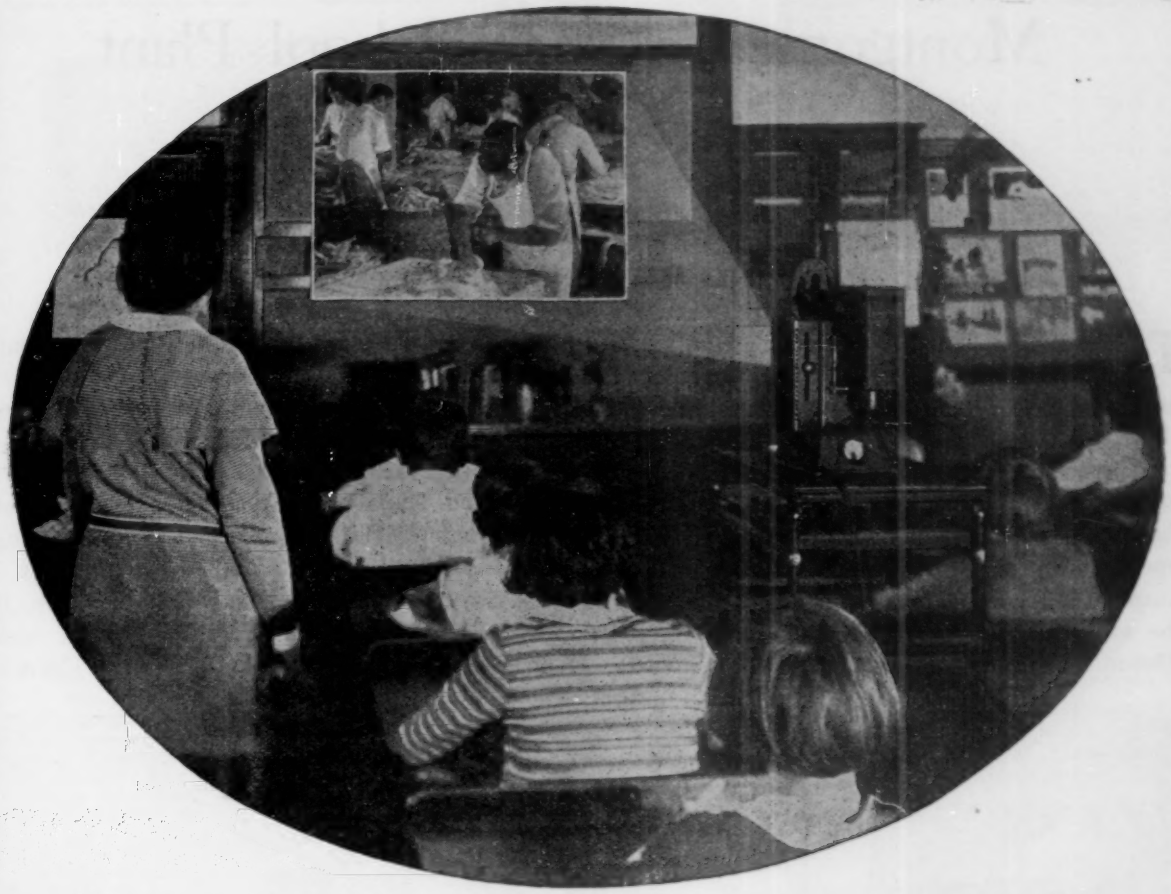
There are twenty-seven children in Miss Murphy's second grade,
And she loves them with a mother's overflowing heart;
Shows them how to solve life's problems, comes to everybody's aid,
Teaches them how daily living can be made the highest art.

There are forty-seven boys and girls in Miss McMurtry's class,
And she tries to be a mother to them every one;
But there are so many that the crowded school days pass,
Leaving much that she would like to do, undone.

There are thugs and thieves and burglars from our crowded public schools;
There are boys upon probation with the prison gates ahead,
Boys who came from crowded classes, and are neither knaves nor fools;
And the teachers might have saved them if instead

Of a horde there had been thirty, twenty-five, or even less,
Teacher knowing each child's problems and helping him to learn how
To live up to his highest. It's true, finances press,
But let's use the future prison fund to pay more teachers now.

—Journal of the National Education Association.



COMRADES in Visual Experience

. . . . the ideal relationship between teacher and pupil

ONE VIRTUE of a field trip is that it makes the pupils and teacher partners in discovery. Incidents of the trip arouse the children's interest. They come eagerly to the teacher for explanations. They form their own ideas and are anxious to express them.

Every teacher realizes the value of this partnership attitude in instruction. Field trips, however, require a vast amount of time and effort, and the exploring attitude is extremely difficult to create under ordinary classroom conditions.

Eastman Classroom Films serve the same purpose as field trips, for they bring the world's knowledge to the classroom as *visual experience*. They stir the interest of pupils . . . inspire them with original, logical ideas . . . create a strong desire for self expression . . . foster the growth of a truly significant vocabulary.

* * * * *

Eastman Classroom Films are not a substitute, either for the teacher or for long established classroom methods and devices. School authorities are beginning to realize more and more the significant value of these films in *supplementing* other teaching devices in the modern classroom. They are now used in more than 200 cities and towns of the United States, and in thirty foreign countries.

For full information and descriptive literature, address: Eastman Teaching Films, Inc. (Subsidiary of Eastman Kodak Company), Rochester, N. Y.

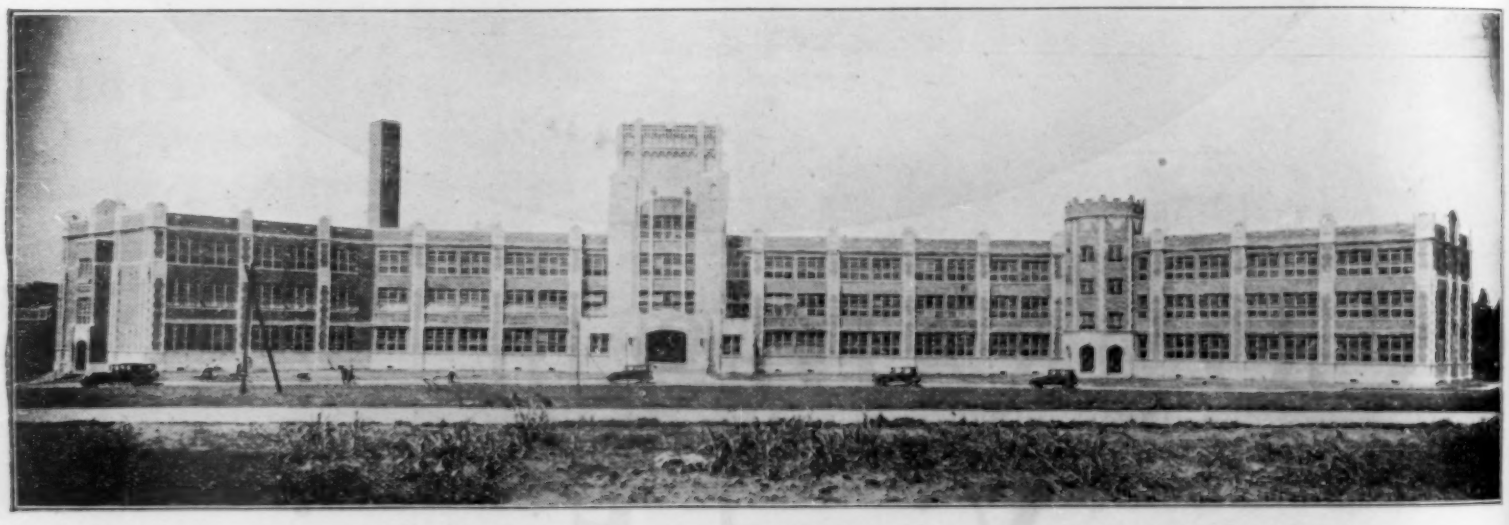
EASTMAN *CLASSROOM FILMS*

Montgomery's High School Plant

By W. R. HARRISON
Superintendent, Montgomery, Alabama

Modern in every appointment and thoughtfully planned for present and future needs, the Sidney Lanier High School with its splendid setting might well be the envy of many a college.

THE outstanding achievement in Montgomery's extensive building program is the erection of the new Sidney Lanier High School, which was first occupied in September, 1929. The building, of a collegiate Gothic type of architecture, stands in the approximate centre of a twenty-seven-acre tract in one of the most desirable residential sections of the city. The building was planned by the architect, Frederick Ausfeld of Montgomery, Alabama, with Drs. George D. Strayer and N. L. Engelhardt of Columbia University as consulting experts, so that additions may be made without destroying the symmetry. The grounds have been landscaped according to plans made by Olmstead Brothers of Boston, and the velvety lawns and flourishing shrubbery add greatly to the appearance of the school.



SIDNEY LANIER HIGH SCHOOL, MONTGOMERY, ALABAMA

The Montgomery Advertiser of September 12, 1930, carried a cut and a description of the building. Following are excerpts from this description:—

"The building is constructed of Jenkins Colonial face brick and is absolutely fireproof. The main building is in the form of two Y's joined together at their bases by a tower having an auditorium wing behind it. . . . Generally the building is of three stories, with a basement beneath part of it, the tower being five stories. All wing facades are a series of wide-spaced stone quoined brick pilasters having broad windows separated by brick squandrels forming panels between them. The central tower and the entire front up to sill level is faced with a random ashler of variegated Alabama limestone.

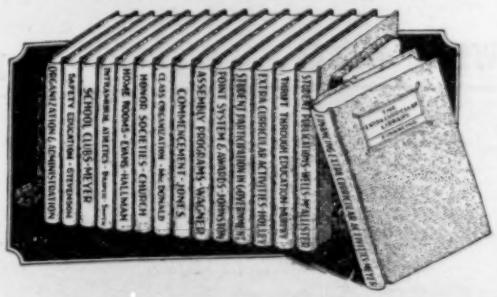
"Exquisite bracket lamps of wrought bronze are placed on either side of the entrance. Directly inside is a spacious lobby and foyer with soft tan imitation Caen-stone walls and floors of colored terrazzo. The auditorium is the outstanding interior feature of the entire structure. Its walls are finished plaster painted in a mottled tan. Below the window sill level is a paneled oak wainscot stained silver gray. The ceiling is of Celotex left in the natural buff. Traversing the ceiling are large beams of silver gray oak resting on ornamental composition brackets. A stage of standard theatrical size, with adequate scenery, curtains, and equipment has a large dressing room on either side and an orchestra pit below. Opera chairs of silver gray oak and steel furnish comfortable seating arrangement for 2,000 people.

"The executive offices, several in number, are on the right side of the main entrance. On the left are the medical offices. Here are located a dental clinic, an eye-testing space, a doctor's office, waiting room and three dressing rooms. Several toilets and closets form an integral part of each office suite.

"Unusually wide and well-lighted corridors run the entire length of the building. Five broad open stairways having non-slip treads serve to connect the various floors.

"At two points on each floor there are locker spaces which form alcoves adjoining the corridor.

(Continued on page 186)



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at the Detroit Convention in February. You will find there interesting material on the subject of "Creative Expression."

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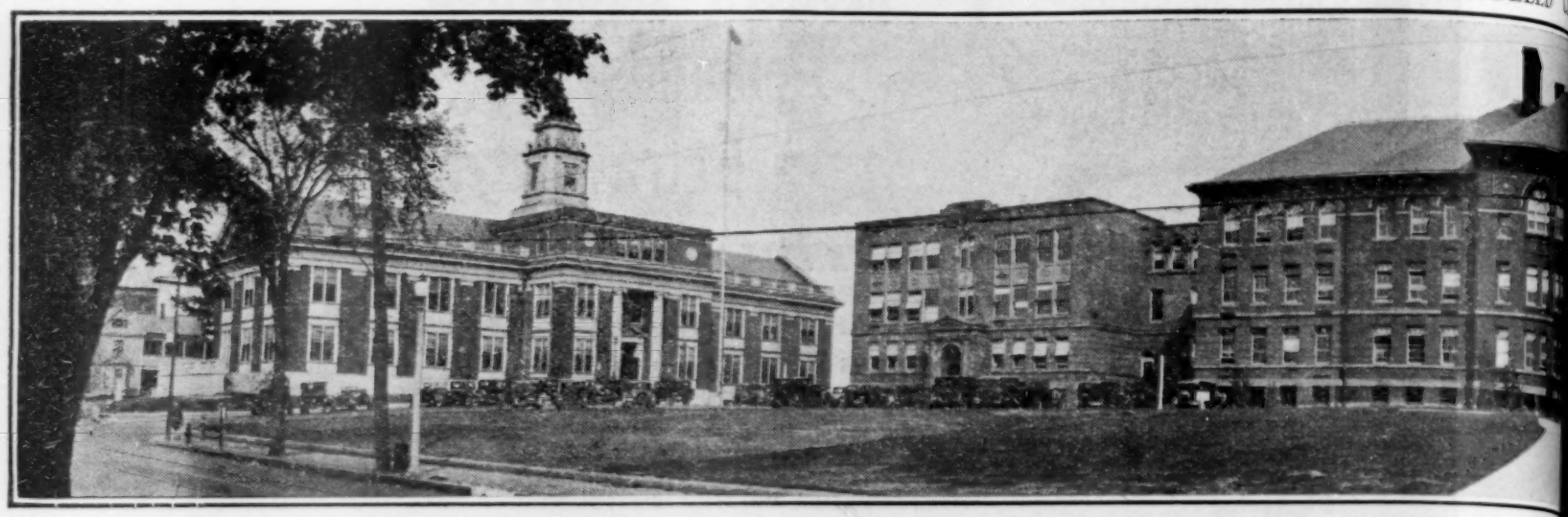


COST OF ADDITIONS & ALTERATIONS
$1,121,261.00

SENIOR HIGH SCHOOL
FRANK IRVING COOPER

BENJAMIN FRANKLIN JUNIOR HIGH SCHOOL,
NORWALK, CONN.

The Frank Irving Cooper
pleted school building the
at Norwalk, Conn., which
views are here presented.

To the left is the facade
dignified classroom section,
nasium unit, which projects
construction. The building
in the stem and the auditor

The view to the right
of the building with the tri
inent feature and the class
land, sloping to the south,
auditorium to be at grade
plan allows the use of the
without interfering with

The floor of the gymna
of the auditorium stage, wit
an enlarged stage for the ha
ity in it for events in the gy

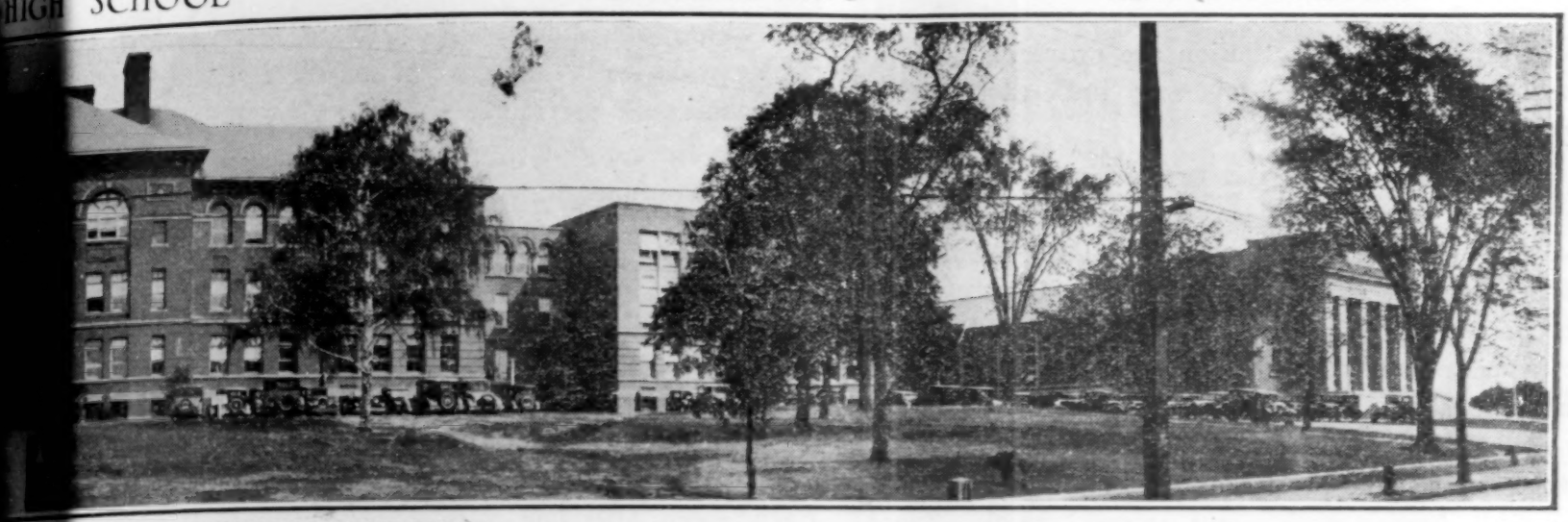
QUINCY, MASS.

NORTH JUNIOR HIGH SCHOOL

An example of construction by
Units to house 3,000 pupils.

Frank Irving Cooper Corporation

HIGH SCHOOL NEW EAST WING NEW GYMNASIUM



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CAPACITY OF SCHOOL
3500 PUPILS

ation has for its latest com-
Franklin Junior High School
dedicated this month. Two

Flax Hill Road, showing the
nd this the auditorium-gym-
tance in front of the other
ed with the classroom unit
sium in the top of the T.

the opposite or north face
of the auditorium the prom-
on beyond. The lay of the
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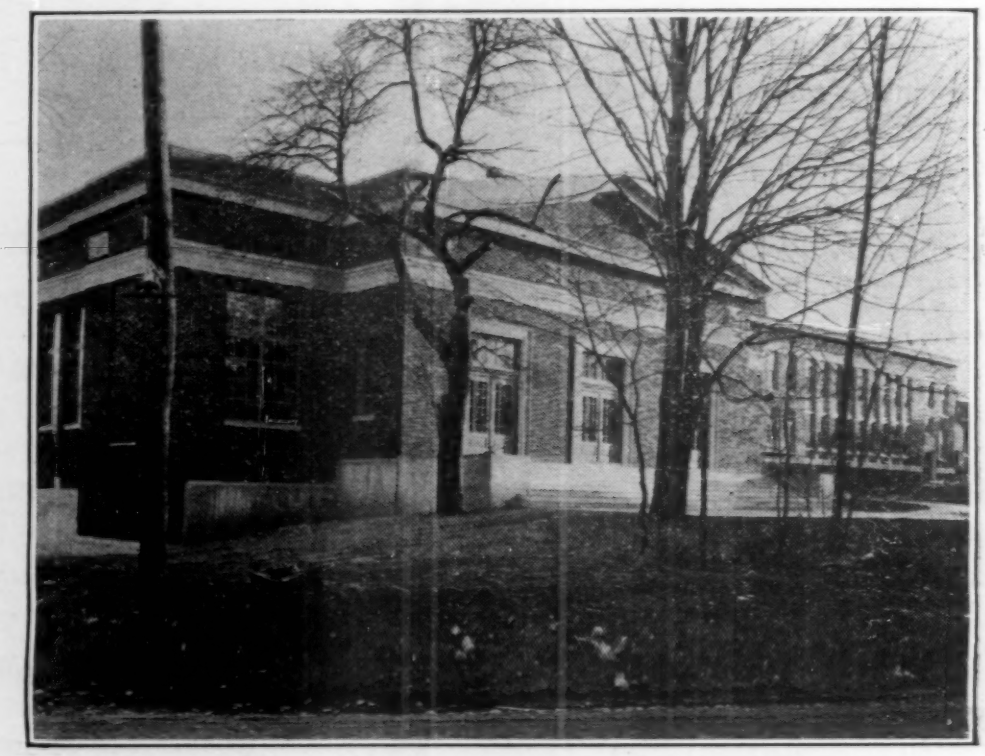
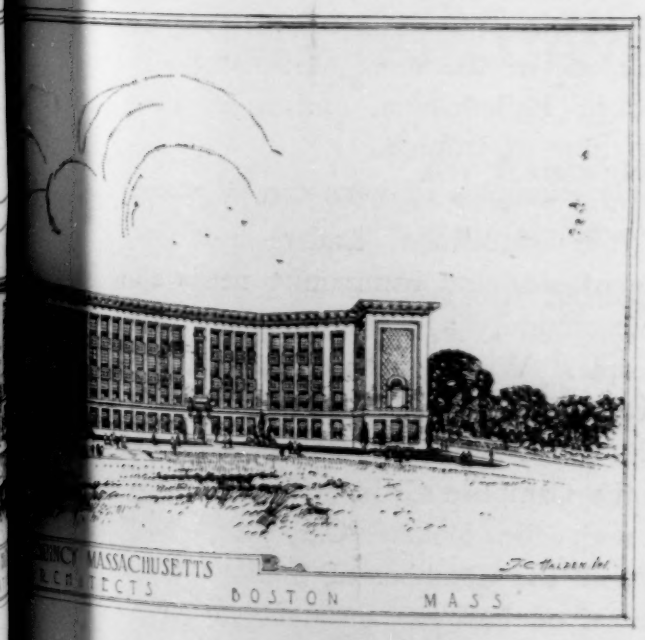
the school program.

the same level as the floor
partition between, affording
l, or increased seating capac-



BENJAMIN FRANKLIN JUNIOR HIGH SCHOOL,
NORWALK, CONN.



Central Unit with Auditorium
and Gymnasium Built 1926
Right Wing Built 1930
Plans for Left Wing Now
Under Consideration.

Architects — Boston — Hartford

Montgomery's High School Plant

(Continued from page 182)

Natural light and ventilation are provided through steel-framed windows opening into each locker space.

"In the right wing is a cafeteria seating 600 with a kitchen and double service counters. Opening off the cafeteria is a practice dining-room connected with the foods laboratory. These rooms have quarry tile floors, plastered walls and ceilings with plain cornices. In the left wing there is a machine shop, a bench shop, a finishing room, a mechanical drawing room, and several tool rooms, store rooms, blue print rooms, etc. The shops have painted brick walls and wood block floors. On the second floor are well-equipped laboratories for the sciences and room used for teaching the fine arts—a music room with tiered seats, an art room with sinks, store rooms, etc., and a public-speaking room, equipped like a small auditorium. A complete and well-equipped department for instruction in business subjects has been installed. Here are rooms given over to the teaching of bookkeeping, typewriting, stenography, and general office practice.

"The library is also on the second floor. Built-in bookcases of silver gray oak are arranged along the walls. The ceiling is of ornamental plaster, the floor of maple. A reference room and a work room are part of the scheme. Two large study halls have doors connecting them with the library.

"There are two rooms for student activities. rest rooms for teachers and offices for department heads on the second and third floors. Thirty-five large and six small classrooms are distributed over the three floors. These have tan plastered walls and ceilings, maple floors and silver gray oak woodwork. On the walls are slate blackboards and bulletin boards of compressed cork. Light and natural ventilation are provided by large steel framed windows.

"A toilet room for boys and one for girls are located on each floor. These rooms have terrazzo floors and Alberene wainscots and partitions. All fixtures except the wash fountains are of vitreous clay. In the centre of each room is a circular wash fountain of terrazzo composition.

"Under the left wing is the basement. Here are located toilet rooms for the janitors and maids, an office for the custodian, transformer vault and switch board, a fuel room, a boiler room, and the pump room.

"The heating equipment is installed in accordance with what is known as the Dunham Differential System. This system of heating consists of furnishing steam at low pressure to the radiators, and returning the condensate at sub-atmosphere pressure to the boiler feed pumps. The entire heating system is subject to a system of automatic temperature control.

"Each room is naturally ventilated. There are double walls with a space between them separating the rooms and corridors. In this space there is a separate duct for each room. All ducts are connected to automatic ventilators on the roof.

"Serving the entire building is a vacuum cleaning system. There is located in the basement a large vacuum machine. From it are run pipes to the various rooms and corridors. Portable cleaners may be attached to these pipes. There is a program clock and signal system electrically operated, and a complete conduit system for radios in each room. Each room also has a telephone connected to a central switchboard from which several trunk lines are run to the city exchange."

The entire cost of the school plant including grounds, building, and equipment is $1,075,000.

Working With the Community

(Continued from page 174)

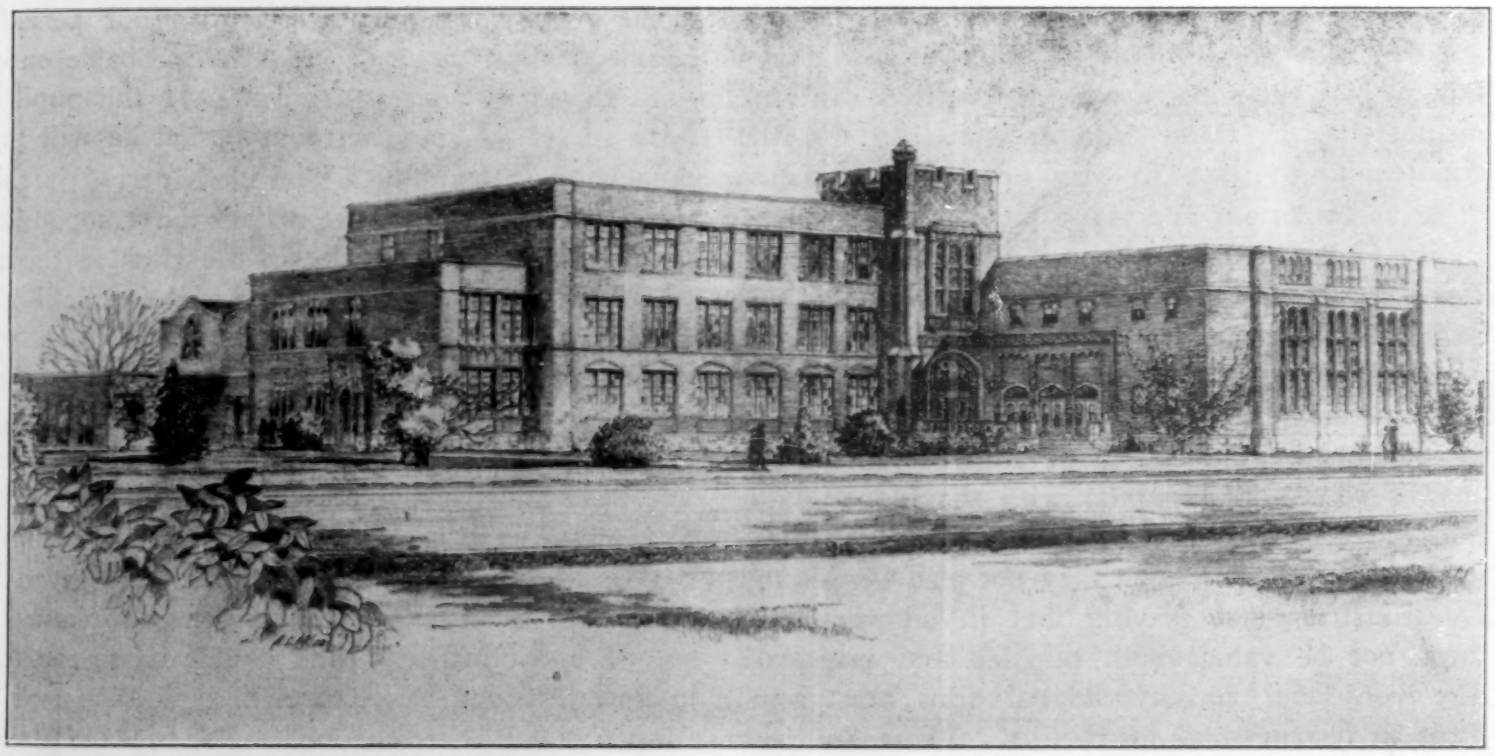
teacher associations, and we find them invariably co-operative and helpful, provided we are ready to co-operate with them; and that is the main point. Parent-teacher associations which originate with some desire to regulate or control the work of the schools often become meddlesome. Ours are not. In addition to the several parent-teacher associations throughout the schools, we also have a central council comprised of the officers of all the parent-teacher associations of the city, helping and encouraging them in their programs. Our principals and other officers take offices in the council, and help and encourage the council in its program. This council is one of the most useful organizations we have in Philadelphia, and is an ever-present help in time of trouble.

These are only examples of what can be accomplished when the educational leaders appreciate the importance of studying community needs and working with community agencies for the general welfare of people. We might continue, and describe how we co-operate with the Boy Scouts, with the Y. M. C. A., with the Philadelphia Boy Council, with the Campfire Girls, with the American Legion, with the Rotary Club and other service clubs, with the Chamber of Commerce and other associations of business men; but we have presented a sufficient number of instances to demonstrate what we mean in Philadelphia by "working with the community."

SENIOR HIGH SCHOOL

AT OWOSSO, MICHIGAN

COST $422,427 PER PUPIL COST $427



GENERAL VIEW — OWOSSO (MICH.) HIGH SCHOOL

THE INITIAL UNIT OF OWOSSO'S BUILDING PROGRAM

An Example of Distinctive Architecture, expressing a skillfully-wrought plan for Owosso's Secondary School Building Program and Community Activities.

E. J. WILLMAN
Superintendent of Schools

Wm. B. ITTNER, F.A.I.A. – LL.D., ST. LOUIS
Architect

Instruction in Instrumental Music

By JAMES S. THISTLE

Principal, Alice L. Phillips Junior High School, Wellesley Hills, Massachusetts

MUSIC is a subject found in every junior high school program of studies. So highly is it regarded that it is made a required subject in grades 7 and 8, and usually in grade 9. But how much of this music course is instrumental? Practically none of it! Even the school orchestra or the school band have not yet found the regular place in the schedule that has been accorded to vocal music. Indeed, they are often extra curricula, meeting after school, or if held in school-time pupils are taken from their regular classes. Moreover, orchestra and band do not provide opportunities for beginners. Pupils must know how to play their instruments before they can seek membership in these organizations. Is not the opportunity to learn to play musical instruments quite as important for many pupils as the opportunity to be exposed to vocal instruction? Moreover, it would seem that in many cases this required exposure is not resulting in a very healthy coat of musical tan.

If one asks the music teacher what is cultivated in students by the course of study in music the answer received has to do with the higher emotions and cultivated feeling. Granted that these values are desirable, may they not also be derived from instrumental playing and in addition may there not be values both tangible and practical? The vocational and avocational aims are prominent in instrumental instruction. There are persons known to the writer who today are earning their living by playing instruments which they learned to play in the Junior High School.

There is an ever increasing need and demand for instrumental instruction in our schools. Doubtless the advent of the radio in recent years has served to enhance this need. As a result of a survey in my own school in Wellesley I found forty-four pupils out of an enrollment of 500 who were taking lessons on instruments other than the piano. Almost 100 said they would like to take lessons, if proper arrangements could be made. I venture to say that the proportion of forty-four out of 500 is as large as might be found in most schools unless some special emphasis is being placed on instrumental instruction.

The plan in our junior high school is to introduce the various musical instruments to interested boys and girls through the class method. This method of instructing beginners in groups is successfully employed by schools of music and its technique needs no defence here. After a certain exploratory period, say ten lessons, if the pupils find they are adapted or further interested they may continue as a class or receive individual instruction under the same instructor. Individual lessons are recommended when in the opinion of the teacher the pupil's progress is in advance of the other members of his class. The cost is, of course, increased for individual or private lessons.

A class numbers not more than five pupils. Each pupil is charged 25 cents a lesson, paying for ten lessons in advance. This makes a convenient unit for payment ($2.50), and insures a pupil going through a sufficient tryout period to enable the instructor to judge his probable success with that particular instrument. If the pupil has been successful in this tryout period he will probably want to continue. The class period is thirty minutes in length. This makes the compensation of the instructor with five in the class at the rate of $2.50 an hour or $2 an hour for individual lessons divided as follows: fifty cents for fifteen minutes; $1 for thirty minutes; $1.50 for three-quarters of an hour; and $2 for an hour.

It is not a difficult matter to obtain teachers. We have four at the present time, and may have to employ another very soon. Instruction in twelve different instruments can be given by these four teachers. One instructs in piano; the second in violin, 'cello, and double bass; the third in flute, clarinet, saxophone, and piccolo; and the fourth in cornet, trombone, bugle, fife and drums. Each teacher is kept busy an entire afternoon. Four or five hours' work an afternoon at $2.50 or $2 an hour makes it profitable enough to engage good talent. Our instructors are New England Conservatory graduates or students studying for degrees or special certificates. The College of Music of Boston University also can furnish very competent part-time instructors.

The ideal time for giving these lessons is within the school day. The time is coming when instrumental music instruction will be a part of the curriculum as well as vocal music. It should be elective of course. Instructors will then be members of the school staff, perhaps on a part-time basis or on full time if employed for more than one school. We are making a beginning in this direction in Wellesley. We have recently added to the music department an assistant who will give instruction in a number of different musical instruments. This instructor is also capable of taking charge of all instrumental work, conducting orchestra, band, and fife and drum corps. The ideal arrangement would be to employ other part-

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If you are not attending the convention, we shall be very glad to send you descriptive literature on request

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BOOKS

time instructors for all instruments so that classes in musical instruments might be conducted on a par with other classes in the school organization. The instruction, of course, would be free. This plan of employing instrumental teachers as members of the staff might tend to solve the difficulties experienced in some communities where outside music teachers are forbidden to give music lessons in the public schools for pay. Until this arrangement can be effected, however, lessons can be given at the school after school hours. With the single session day it is possible to obtain a long afternoon, especially if some lessons are begun during the last period. All music classes are held on the same afternoon. Other activities for the most part are suspended on this afternoon so that music may have the right of way. This lends prestige to the undertaking. In Wellesley we are allowing pupils of the elementary schools to join these classes. As there is no school for the elementary pupils on Wednesday afternoons this afternoon is a very favorable one for the lessons.

We present to the pupils four plans for securing instruments.

Rentals. Good instruments may be rented at a cost of $10 for three months. It is a good plan for a beginner to rent an instrument, as his loss will not be as great if for any reason he does not wish to continue. The rental fee may be applied to the purchase price of the instrument should the pupil later wish to own it.

The second plan is for pupils to buy instruments through the school, receiving the benefit of school discount, about 20 per cent. off the list price.

The third plan arranges for pupils to buy instruments directly from the school, making a small deposit and paying small amounts periodically. Parents sign a form for this purpose which protects the school against loss. Under this plan the school purchased about $500 worth of instruments last year.

Under the fourth plan the school buys outright such instruments as it can afford and loans them to worthy pupils on condition that they take lessons and keep instruments in good condition. It is expected that these pupils shall join the school orchestra or band as soon as their progress permits.

As a result of the class instruction last year, which was the first year this plan has been tried, the school orchestra has been increased from twenty-five players to thirty-five. Many of the pupils who took lessons last year are continuing this year. This is a hopeful sign and indicates that the idea is being accepted by pupils and parents. Another result is the improved talent it supplies to the band and fife and drum corps.

After one year's experience we have made only a beginning, but we expect to see the work grow so that eventually instrumental music instruction will be a part of the curriculum of the junior high school in Wellesley. The instructors will be members of the school staff and the instruction will be free of charge to the pupils. Thus we shall have another curriculum enterprise to strengthen the cardinal objectives of worthy use of leisure, worthy home membership, and vocational opportunity.

Pellets for Mental Pallor

By BERTIE E. PERKINS

WHEN pupils are ill our health department looks after them. There is a vital connection between the physical, the mental, and the spiritual—so let's have some pellets that will accelerate the sluggish blood and stiffen the "gelatine spine"—and encourage the "inferiority complex type."

When a boy is not measuring up to the best that is in him, unwrap a little pill—or powder—entitled John Oxenham's "Ways":—

"To every man there openeth *a way*, and *ways* and *a way*,
And the High Soul takes the High Way,
And the Low Soul takes the Low,
And in between on the misty flats
The rest grope to and fro,
But to *every* man there openeth
A High Way and a Low,
And every man decideth
The Way his Soul Shall Go."

The boy commits to memory these lines, and at the time he is wavering between the High and Low Way suddenly shock him by saying: "*Who* decides for you?"

Or, use "My Creed," by Howard A. Walters:—

"I would be true, for there are those who trust me;
I would be pure, for there are those who care;
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare.
I would be friend-of-all, the foe, the friendless;
I would be giving, and forget the gift;
I would be humble, for I know my weakness;
I would look up and laugh and love and lift."

There are only eight lines in this "*tonic*," but have the child learn these lines, and then see if each line doesn't stimulate him to do his best for those loved ones who care for him, who are struggling to give him the best, and whose prayers and hopes are ever with him.

If he doesn't see the tonic effect—by a few wise questions, help him to see.

Let's help our boys and girls to find a healing power in the beautiful thought of the poets of all ages. *It can be done.*

Correct sitting posture demands that the pelvis be vertical. Unless school seats definitely assist in this important direction the body slumps—vital organs are crowded —the spine is deformed —lungs compressed . . . energy, vigor, and mental vitality are definitely lowered.

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ASTONISHING—but true—only recently has science cast its spotlight on the importance, both physical and mental, of school seating. Old school seats may still serve to sit upon—but that's all. They do not perform the other functions that science and modern education demand. Correct school seating is recognized today as a decided factor in the physical and mental development of the school child—a factor that should be reckoned with.

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Vocational Fancies

By ARTHUR DEAN

Every boy now wants to be a Lindbergh and every girl another Ruth Nichols. Let them think so and encourage them to emulate courageous and adventurous men and women. They may end their days at the desk or the wash-tub, but what of it?

At a very early age I wanted to be "Keeper of the Pier." It seems that the distant sign by the waterfront read: "Keep Off the Pier," but my eyes and youthfulness read it as a job and not as an order. To me it looked like a swell job; nothing to do but keep the pier, fish off its edge, go in swimming, and watch the steamers come and go.

Later I wanted to be a lamplighter of the gas-burning street lamps. This meant I could stay out until after seven o'clock.

Then still later I desired to be the engineer of the 3.07 Western Express, which thundered by the station and which could carry me to the wild Indian country. At the time I didn't know that the extent of the western journey of this train was less than fifty miles.

Then a motorman. Next a carpenter. And finally I wanted to be President of the United States, after having called upon Grover Cleveland at the White House.

These dreams of my permanent job in life were very childish. I saw only the pleasant side of the various jobs. One meant fishing; another, staying up nights; others traveling. Even the appeal of Presidency was probably based upon having a grand house in which to live.

Smile if you will, but ask yourself whether we as adults are not burning with ambition to accomplish something when we have neither ability nor clear understanding of what it is all about. The people, for example, who try to write, to invent, to draw, to go on the stage, with no talent but endless faith.

We need not encourage youngsters to talk of what they want to do when they grow up. The younger they are the more they talk about it.

We do need to encourage youngsters to think beyond their talk. Still more, we must encourage youngsters to do, after they have thought.

Therefore I say encourage your children to do things; collect specimens from nature, make stamp collections, build model aeroplanes, travel via Encyclopedia Railroad over the world, read Lindbergh, Nichols, Byrd, and emulate their spirit.

Transfer talk into thinking, thinking into action. And finally, ACTION into VOCATIONAL CHOICE. Let their final decision rest upon KNOWLEDGE OF THEIR ABILITY and not on whim.

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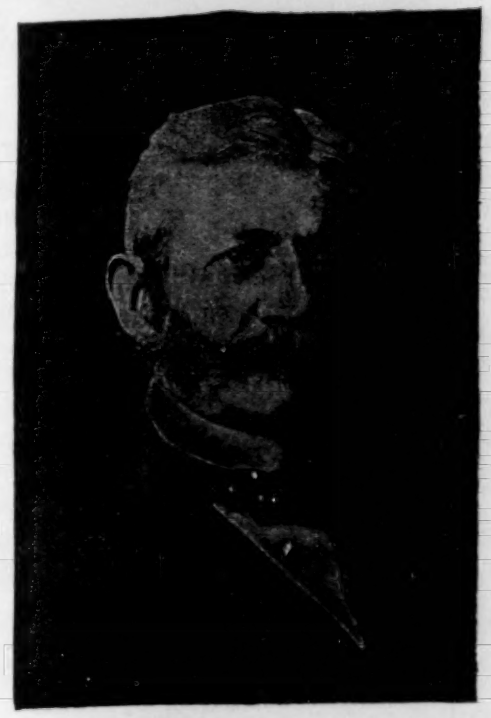

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EQUIPMENT NEWS

Classroom Lanterns

Visual Instruction now occupies such a prominent place in school work, that an efficient projector is an essential part of classroom equipment.

A manufacturer who has studied this problem for several years now supplies lanterns which have been specially designed to meet *classroom conditions.* These outfits embody every convenience for the teacher, and insure excellent screen results.

The latest addition to this line is a combination outfit—Model QA—which permits the use of drawings, pictures in books, post cards and the like, as well as glass slides. By means of a simple attachment, film-slides and micro-slides may also be used—giving a four-purpose lantern at nominal cost. With this outfit the room may be left light enough for taking notes.

It is well worthwhile to look into the possibilities of these classroom lanterns. They will all be on display at Booth 262 at the N. E. A. Convention in Detroit. Full information may be obtained from Spencer Lens Company, Buffalo, N. Y.

Up-to-Date Duplicator

Schools have many uses for duplicators, and will therefore be interested in the machines, both "Junior" and "Rotary," offered by the Standard Mailing Machine Company, of Everett, Mass.

The medium utilized in the Standard duplicators is a gelatin composition—a modernization of the old hektagraph which, for many purposes, was a convenient and appreciated device.

A gelatin film gives special flexibility to Standard duplicators. Supplies are inexpensive, and the first cost of the machines is very reasonable.

Teachers and school officers will find it worth their while to investigate the Standard machines. Circulars and information will be sent on request.

Films for the Schoolroom

Instruction in an increasing number of classrooms is rendered vivid by the showing of UFA Super-Educational Films. These comprise a great variety of subjects, either with titles for silent motion pictures or with lectures for talkies, where a school has the needful attachment for sound reproduction from disc records.

"UFA Super-Educationals," as they are called, are a product of UFA Films, Inc., 1540 Broadway, New York, and have been prepared under the supervision of teachers for age levels ranging from elementary school to university.

In corresponding about the rental of UFA Super-Educationals, one should specify the width of film (35 or 16 mm.) required for the school projector, and other important facts hinted above.

Class Insignia and Gifts

The L. G. Balfour Company, with headquarters at Attleboro, Mass., and service branches in many of the principal cities in the country, announces a line of class gifts that a preliminary survey shows have a decided appeal to the graduating classes seeking something a little different than heretofore used. This includes among others bas reliefs of historic personages, sun dials, and bronze tablets, such as Lincoln's Gettysburg Address. An indication of interest addressed to the Attleboro office will bring complete information.

The L. G. Balfour Company is well known in the educational field as sole official jeweler to Phi Beta Kappa; as the maker of the Life Membership keys, buttons and pins of the National Education Association; for its service to the national Greek letter fraternities; and to the schools and colleges throughout the country in class rings, commencement announcements and special insignia, including typing awards and club and organization emblems.

Handy Repair Kits

A Holden Repair Kit on every teacher's desk is an economy suggestion offered by the Holden Patent Book Cover Company, of Springfield, Mass. With one of these repair outfits "first aid" can be given to any book which has become damaged by the tearing or loosening of leaves, or weakened or broken bindings. The familiar saying, "A stitch in time saves nine," has been adopted by the Holden people as a slogan for promoting the sale and use of these famous repair kits.

The Holden company, by the way, claims a fortunate position in the fact that its business in book covers and repair outfits is much larger in periods of depression than at other times.

Important Film Showing

For the convenience of superintendents and others attending the Detroit meeting, Eastman Teaching Films, Inc., of 343 State Street, Rochester, N. Y., will be represented at Booths 101 and 102, in the Hall of Exhibits, Masonic Temple, where the more recent films will be shown to any school officials interested in this modern aid to classroom instruction. The Eastman film library is continually growing by important additions, and the Detroit exhibit will give visitors an opportunity of observing what the latest of these are like.

Central Cleaning Systems

Much dust has blown across the world in the quarter century since the broom first began to give way to central cleaning systems in school buildings. No dust at all, however, seems to have settled upon the ever alert Spencer Turbine Company, of Hartford, Connecticut, pioneers and leaders in the development of these vacuum devices.

The problem of school cleanliness has been studied in its every nook and corner. Even the furnace room has been investigated, and its special difficulties matched with special appliances. Nor is it any longer necessary for blackboard erasers to be pounded on window sills or doorsteps. Teacher finds other ways of honoring her favorite pupil. Floors, floor coverings, furniture and wall surfaces, all acknowledge the sway of the Spencer built-in cleaning apparatus. Of course the best time to consider installing a central cleaning system is when the plans are first drawn for the building.

Improved Balopticons

Designed to meet the increasing demand for a high-grade combined projection machine, the CR Balopticon, manufactured by the Bausch and Lomb Optical Company, Rochester, N. Y., is an ideal instrument for projecting both lantern slides and opaque objects.

This instrument is particularly well adapted for schools, both for educational and entertainment purposes. In addition to lantern slides, such objects as photographs, drawings, maps, postcards, actual specimens and any solid object not over seven by eight inches in size may be projected on the screen.

The CR Balopticon incorporates several distinctive features. Two 500-watt lamps, instead of a single 1,000-watt lamp, give exceptionally even illumination over the entire screen for projecting opaque objects, and a third 500-watt lamp provides excellent illumination for lantern-slide projection. A tumbling switch instantly changes the type of projection from lantern slide to opaque and vice versa.

A motor-driven fan at the side of the machine provides for proper ventilation and for keeping the instrument cool. Another new feature which makes for ease of manipulation is a mechanically-controlled object-holder, which raises and lowers the platform upon which the objects are placed.

The CR Balopticon is strongly built throughout, and has double walls which not only give added strength, but provide a means for keeping the outer wall cool.

New 16-Inch Globe

The Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, has just produced a very beautiful sixteen-inch diameter globe politically colored. It was made expressly for school purposes. An interesting fact with regard to this globe is that one inch on its surface represents 500 miles on the earth's surface, making it possible to judge distances and areas quickly and accurately.

This new globe will be on display in booths 111 and 112 at the Detroit N. E. A. Convention.

In April the physically-colored mate to the above globe will appear. It will be available in a variety of mountings. Descriptive literature will gladly be sent on request if the inquiry is written on school stationery.

L. P. Denoyer, the president, and O. E. Geppert, the secretary-treasurer of the Denoyer-Geppert Company, will be present at the Detroit N. E. A. meeting, as will also Dr. H. E. Zabel, of the Biology Department, and other representatives of the company.

Small General Shop

Having in mind the needs of small or medium-sized schools, the South Bend Lathe Works, of South Bend, Indiana, has worked out plans, apparatus and instruction books for the small general shop, in which the fundamentals of several trades may be taught to fifteen or twenty boys by one teacher.

A booklet entitled "The Small General Shop for Modern Schools" is issued by the company, and will be found interesting and suggestive to school authorities contemplating the setting up of shopwork courses or the development of other such courses, in addition to manual training (woodworking), already provided for.

The South Bend equipment includes machine shop, electrical shop, forging shop, auto mechanics, mechanical drawing and woodworking.

Floor Scrubber and Polisher

Finnell System, Inc., of Elkhart, Indiana, as a result of years of experimentation, has evolved the new Finnell combination floor scrubber and polisher, which embodies complete facilities for scrubbing, removing water and emulsion from the floor, and polishing. Floor maintenance performance hitherto believed impossible is now a reality.

The new combination machine not only scrubs the floor and picks up the water simultaneously, but actually works twice as fast as one man can mop. This machine will make ordinary floor mopping prohibitive by virtue of its thoroughness and speed, and will prove indispensable to schools of average size.

Then, in addition, the machine polishes waxed floors just as efficiently as it scrubs.

Other models of the Finnell electric floor scrubbing-polishing machine particularly adapted to congested areas and to small school buildings are available.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Mistaken Kindness

Mary was called into the Principal's office. She knew exactly why she was there. Within her mind was locked a secret that every teacher was trying to solve.

Forty dollars had been taken from a teacher's drawer, and while Mary was in no way suspected of having taken it, it was certain that she knew the identity of the thief.

"Mary," said the Principal, "you know the name of the thief, do you not?"

Mary hesitated, then nodded her head.

"Is the child a friend of yours?"

Mary did not answer.

"Did you see any of the money?"

Mary nodded.

"Was some of it spent?"

Mary nodded again.

"What was bought with it?"

"A pair of shoes."

"For a child in the school?"

Mary shook her head.

"Now, Mary," urged the Principal, "it is your duty as a good citizen to tell me the name of the person who took that money."

Mary was silent.

"Do you know, Mary, that in shielding the thief you are becoming a partner in her guilt?"

Mary nodded.

"Then why don't you help the school and the law by telling her name?"

"I don't want to be a squealer," answered Mary.

"Would you rather take sides with a person doing evil or one doing good?" asked the Principal.

"One doing good," answered Mary.

"But in this case you are taking sides with the evil person."

"No, I'm not," said Mary stoutly. "The person who stole the money is a good person. He never did anything wicked before, but his little sister needed shoes, and his mother is sick, and his father is out of work, and they didn't have enough to eat until John took the money."

"Mary," said the Principal, "I understand. You may go to your room."

Ten minutes later little John Preston broke down and cried in the Principal's office. "I didn't want to steal," he said, between sobs. "I never stole before, but—"

"I believe you, John," said the Principal, "and now you are to bring me all that is left of the money, and I am to arrange to get your father a job. Mary, I'm sure, will not say a word, so no one need know and, therefore, hold anything against you."

"I'm glad Mary told you," sobbed John.

"But she didn't," said the Principal, "that is—not directly."

John's desire to help his family was a mistaken sort of love. The final result of this sort of mistaken love is suffering, disaster, more and more sorrow. Would it not have been better for Mary to have told the whole truth at once?

That 100%

The circus was in town. Henry had spent the evening before down in the railroad sheds, watching the animals detrain for the big tents.

An elephant always caused Henry to stop and wonder. Even a picture of an elephant in a reading book made him lose his place until the page was turned.

"Now, children," said Miss Farnum, the day before the opening of the big show. "We have had a perfect attendance so far this month, and tomorrow is the very last day. One hundred per cent. wins the flag for us. One absence loses it. I know the circus is in town, in fact a brother of mine is in charge of all the advertising. How many will be in their seats tomorrow morning, without fail, at nine o'clock?"

Every hand was raised. Henry lifted his a little slowly, because deep in his heart he felt the call of the big tents, where he knew real live elephants were swinging their trunks at that very moment.

That evening Henry emptied his ten-cent bank into the palm of his hand. Forty dimes jingled at each other merrily. They represented the savings of forty weeks. Candy dimes, errand dimes, even dimes given him for the movies, jingled merrily with others he had picked up in odd ways.

Henry looked at his treasure with smiling eyes. Big tent, side-shows, and everything—and hours spent handing peanuts to real, live, honest-to-goodness elephants—enough ten-cent pieces to bring every one of those coveted bits of happiness to him.

At fifteen minutes to nine Henry stood at the corner of a building within sight of school. He could see Miss Farnum at the window. She was talking and laughing. Several children danced around her.

Henry thought the world of Miss Farnum, and he would have loved to see her class go over the top one hundred per cent. in attendance for the month, but the circus only came once in two years, and tomorrow, Saturday, it would have folded its tents and flown like some gigantic bird.

Henry stood entranced an hour later before the elephant pen. He had already fed ten cents' worth of peanuts into the delicate, twisting trunks of the huge beasts.

Someone spoke his name. He turned guiltily around, and looked up. Miss Farnum stood before him, and, tramping after her in two long lines, all his classmates.

"Henry!" cried Miss Farnum. "Henry Jones!" Then Miss Farnum smiled, and fumbled in her bag. "Here is your free ticket," she said. "Now, when you are done looking at the elephants I want you to be sure to sit with us for the big three-ring act."

Henry didn't care to feed the elephants any more. Something in the pit of his stomach felt terribly sick and faint. He tried to smile, but couldn't. He tried to say "Thank you!" but couldn't. All he could do was duck his head a little and gulp. To make matters worse, Millicent Rogers went by just when he felt sickest—and Millicent's little rosy face, chin up, gazed straight ahead at the picture of the Amazon lady with the snaky hair.

Do you think Henry enjoyed the circus as much as the other children? Do you think that one hundred per cent. bothered him?

I like the way Miss Farnum forgave him, and did not say a scolding word. I imagine Miss Farnum understands boys, but at the same time she would have thought more of Henry had he thought more of her and the class.

The Wings of Destruction—I

Not more than three miles from Tom's home was the inspection station of the United States. Under its huge arch every auto coming into the state had to pass.

Tom loved to sit on the top rail of the fence and watch the inspectors search the cars for seedlings, young fruit trees, or peaches, plums and apricots.

Far to the west a dreadful fruit fly had ruined the crops of the unfortunate farmers, and the wise officers of Tom's state were using every means to keep the fly on the other side of the mountain range.

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Its graduates are employed extensively by many of the largest corporations and banks as well as leading public accounting firms. Several world leading companies each year take additional groups of its graduates into their organizations.

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H. C. BENTLEY, C.P.A., *President*

"No, sir," said the inspector, "we can't let these peach saplings in."

"But they're a wonderful variety," cried the man. "I paid twenty dollars each for them. I had them all carefully inspected, and besides here is the bill of sale showing that they came from a region where there has been very little trouble with the fly."

"Sorry, sir," answered the inspector, "but orders are orders. I must take these saplings and destroy them for the good of the state. It's the law, my friend."

"A mighty poor law," cried the man angrily, "that takes a man's property away from him."

"My friend," said the inspector, "if you will go to headquarters, and sign certain papers, the money paid for these trees will be given back to you."

Tom watched the inspectors unload the saplings and throw them on the rubbish heap behind the fence. He got down and examined one. Not a sign of disease. Each one was perfect. In Tom's mind rose a picture of a tiny valley a mile from his home, but part of his father's property, where such peach trees would thrive.

(To be continued.)

The Wings of Destruction—II

Tom dusted off his hands and knees when the last of his twelve trees were planted. "Won't father be glad when he harvests his first crop of this new kind of peach?" he thought. In the back of his head he wondered: "Would his father be glad?" He had never known his father to disobey the law in any way.

The next spring, in late blossom time, a terrible whisper ran from farm to farm. "The fruit fly! The destroying, ruining fly from the other side of the mountain."

Soon the whisper became a shout that ran the length and breadth of the state. Farmers gathered at the cross-roads, their brows creased with worry, and women, Tom's mother among them, brushed tears from their eyes as they went about their work.

Tom stole out to his little orchard. His heart stopped its beat as he found the terrible flies swarming about his trees. What should he do? Tom turned and rushed for home. He sobbed as he ran. He would bring wood and matches and pull these trees up and burn them to ashes, but what good would that do? On tiny black wings the plague had started across the state.

This is a true story. Many, many times true. Selfish people will not obey the laws that are made to protect them. They manufacture alcohol, and others drink it knowing that death and destruction follow. They sneeze and cough in public when they have bad colds. They expose others to contagious diseases. They do many other disobedient acts that tend to ruin some beautiful thing about them. In being unfaithful they become the agents of sorrow and tears.

The End of Being

When we study history we are apt to get the impression that the ancients were all worshipers of idols. We read much about the great temples erected to Jupiter and the other gods, and much about the solemn way in which people worshiped in these places. We read little about the men and women who scorned such things as much as we do; who laughed at marble deities, and who paid homage to an Eternal Presence in much the same way that we do.

From time to time I shall bring you the thoughts of such noble people. Today I have for you the words of Seneca, a great Roman. . . . As you study these noble words you become more and more amazed at the beauty in this man's idea of God.

THE END OF BEING

By Seneca

Translated by H. C. Leonard

The end of being is to find out God!
And what is God? A vast, almighty Power,
Great and unlimited, whose potent will
Brings to achievement whatsoe'er He please.
He is all mind. His being infinite—
All that we see and all that we do not see.
The Lord of heaven and earth, the God of Gods.
Without Him nothing is. Yet what He is
We know not. When we strive to comprehend
Our feeble guesses leave the most concealed.
To Him we owe all good we call our own.
To Him we live, to Him ourselves approve.
He is a friend forever at our side.
What cares He for the bleeding sacrifice?
Oh, purge your hearts and lead the life of good!
Not in the pride of temples made with stone
His pleasure lies, but in the piety
Of consecrated hearts and lives devout.

"Whatever the weather may be," says he,
"Whatever the weather may be,
It's the songs ye sing, an' the smiles ye wear,
That's a-makin' the sun shine everywhere."

—James Whitcomb Riley.

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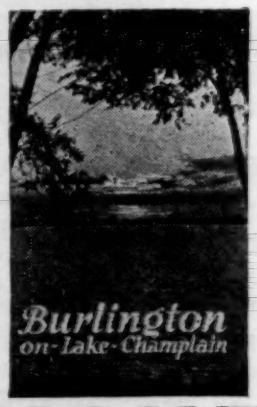

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EDUCATION IN ACTION

High School Gains in 32 Years Studied

Survey Shows Enrollment Increased 700% in Nation; Investigators Analyze Trends and Tell How to Hold Pupils

As a result of a popularization process "almost beyond realization," secondary school registration throughout the country increased sevenfold in three decades, according to a study of "Trends in Secondary Education," published by the University of the State of New York.

The survey, which covers the period from 1895 to 1927, was conducted by Wayne W. Soper, research associate, and Warren W. Coxe, director of the educational research division of the New York State Education Department.

The report declared that the high schools must redouble their efforts to keep pupils until graduation, pointing out that only eighty-one per cent. of the senior classes and about thirty per cent. of the entering class received graduation diplomas.

To retain students for the full four-year course the concept of the high school as merely a preparatory institution for would-be college students must be abandoned, and that of an "institution for training all youth between certain ages, not a place for certifying ability," substituted, it was urged.

Beginning with an enrollment of 525,000 pupils in 1895, high schools in the forty-eight states reported 4,400,000 students in 1927, the last year for which figures were given in the survey.

Several causes of the unprecedented growth and the accelerated rate of increase during the last quarter century of the American high school were listed. The first reason was that of a "growing belief in education above the elementary school level," then "a feeling of social necessity, due, no doubt, to a higher standard of living for the mass of people, which in turn has been largely due to rapidly ascending economic conditions, such as higher wages and steadier employment," and extension of the compulsory age period for education and better enforcement of the laws.

The report also pointed to a growing tendency of employers to restrict openings to high school graduates and an increasing belief in a secondary education, even for those who are not prospective college students.

The average size of school also rose during the three decades beginning in 1896, from 100 to nearly 400 pupils. Small schools have decreased slowly in number, giving way to large, consolidated institutions. Yet in 1927 more than half of the schools still had enrollments of less than 100 pupils, eighty-eight per cent. had enrollments of less than 500, while ninety-two per cent. were below 1,000 pupils.

Another trend noted by the surveyors was that "boys now register in larger numbers than do girls, but drop out more rapidly before completing the high school course."

Becomes President Of College at 28

Rev. Blake Smith, of Mexico, Mo., has become one of the youngest college presidents in the United States. He has accepted the presidency of Hardin College, a junior college for girls. He is twenty-eight. He was graduated from the Yale School of Divinity in June, 1929. Mr. Smith is pastor of the Mexico Baptist Church.

Working Students Earn $32,500,000

While colleges are being branded as country clubs, and students as loafers, the amazing totals are being computed of the boys and girls who are paying, in hard and often menial work, for every crumb of higher education they are getting. Forty-three per cent. of the men students of the land-grant colleges throughout the country, according to a recent government survey, are working their way through, and almost a quarter of the women, while the combined earnings of students in 1,000 higher institutions are estimated at $32,500,000. Meanwhile from Yale comes the news that the self-supporting students there not only maintain an adequate class standing, but win double their share of honors. Last year forty-six per cent of the working students received honor grades, as against twenty-three per cent. of the others.

Schools to Adopt Course in Health

A new course in health education for all grades in elementary schools, exposing deceptive medicinal advertising and quackeries of various kinds, is being inaugurated in the public schools of New York City. The syllabus for the health course directs teachers to drive home warnings against deceptive medicinal advertisements offering "cures," particularly obesity "cures," "reducing salts," "tonics," "health builders," certain headache powders, much advertised dentrifices and mouth washes, which make exaggerated claims, and certain "cold cures," which encourage people to continue at their daily work when they should be in bed. The syllabus also warns against "physical culture" periodicals that campaign against authorized medical doctors, declaring that these periodicals do great harm by encouraging people to treat themselves or use quack remedies. The syllabus sounds a warning against organized propaganda opposing vaccination. Instruction in first aid and health habits will be part of the course.

Asserts College Men Fall Short as Leaders

College graduates as a group are falling short of their responsibility and opportunity to take over leadership in the new democracy, Charles Stelzle said recently in a speech before the League of Political Education in New York City. This leadership could best be furnished by men and women who had been trained in the processes of clear thinking, he said, and it was "tragic that the colleges, which should be in the best position to furnish such leadership, are not giving it to us, either in industry, politics or in social or international relationships."

Model Husband Defined By Jersey Schoolgirls

Girls in two upper classes of the Mount Holly, N. J., high school, held in answer to a questionnaire, that the following are the attributes for a model husband: "He must love the girl. He must be good looking, courteous, clean, temperate and religious. He should be either a business or professional man, preferably a college graduate and in moderate circumstances. His business interests must be subordinated to his home interests." Only one of the girls chose as her ideal a film actor. Three said finances did not matter as long as love existed, and only six considered wealth necessary for a happy marriage.

Hartwick Academy Drops Girl Students

The trustees of Hartwick Academy, in Schenectady, N. Y., have voted to end co-education and admit boys only,

beginning September, 1931. The academy, of which the Rev. Joseph C. McLain is headmaster, is the outgrowth of Hartwick Seminary, established in 1797, near Cooperstown, although its charter as a separate institution was issued only fourteen months ago. It was one of the pioneer institutions of the Lutheran Church. It is owned and supported by the United Lutheran Synod of New York.

Arizona Has Portable School for Children

Arizona's first movable schoolhouse has opened in the desert, near Cameron. The existence of the school, which will have an attendance of twenty-five children, is to be brief, but it will travel fifty miles, according to Bessie Kidd Best, Coconino County school superintendent. It will open to accommodate the children of the road workers engaged in building fifty miles of road.

Urges Model High School

With forty-four per cent. of New Jersey College for Women undergraduates enrolled in education courses, a model high school becomes an imperative need on the campus, declares Dr. Zora Klain, director of teacher training and professor of education, in his annual report to Dean Mabel S. Douglass. "With the growing enrollment in our department the pressing need for a college high school becomes more imperative every day," Dr. Klain says. "Because of the large number of students for whom student teaching must be provided we shall always find it necessary to turn to the public school systems for assistance. But we must not continue to be wholly dependent upon them for the provision of 'practice teaching' training for our prospective teacher. We need a model school in which our students will have opportunity to observe superior teaching and school administration, and where a large proportion may gain initial teaching experience under the guidance of the best teachers to be found in the country."

Author Defends College Girls

Talk of a loosening of morals in women's colleges is untrue, but the popular misconception of the college girl as a "flaming youth" persists, partly because of editorial prejudice on the part of newspapers and periodicals, said Mrs. Rita S. Halle, author, before the annual luncheon of the Wellesley Club in New York City. "Intellectually, modern girls are far superior to the old grads. In our days it was fashionable to be collegiate and sneer at the Phi Beta Kappa key. Nowadays the Phi Beta Kappa key is voted the most popular honor in college."

School-Starting Age Drops to 5

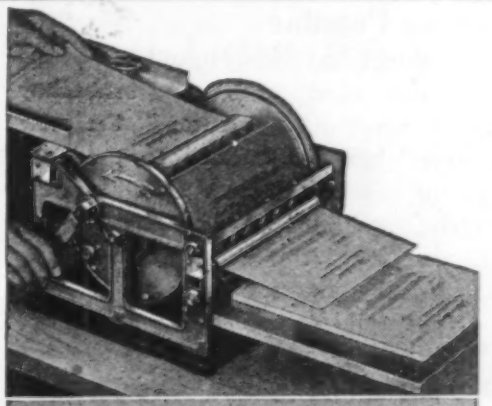
America's traditionally accepted school age of six years is gradually becoming a thing of the past, declares Dr. Mary Dabney Davis of the Federal Office of Education. More children go to school today before they are six years old than ever before, she said. The kindergarten enrollment has increased more than fifty per cent. in the past ten years. "The average kindergarten child is five and one-half years old the latter half of the school year," said Dr. Davis. "He is one of a class of fifty-two, taught by one person, and is in school three hours a day. His mental age slightly exceeds his chronological age."

Intelligence Shown As Boy Sings

Mexican psychologists are interested in a remarkable child living in a foundling asylum at Panuco, a suburb of Mexico City. It is stated that the child, a boy of nine years of age, usually presents characteristics of a mentality two years old, but when he can be prevailed upon to sing a high average of intelligence and evidence of musical talent are revealed. Upon finishing a song, however, his brain becomes clouded, and he reverts to subnormal.

Urged Harvard Pension Scrubbers

Harvard University should use the $25,000 bequeathed it by the late Albert E. Pillsbury, former attorney-general of Massachusetts, to combat feminism, by first retiring to their homes its forty scrubwomen, a move which would be directly in line with the late attorney-general's last wish, that "college authorities create and develop sound public opinion and action against impairment of the family by taking women out of the home." This and other suggestions for the disposition of the funds donated by Pillsbury for developing opinion against women in business or politics were made by Miss Lena Madesin Phillips, militant and famous feminist, in an address at the Massachusetts Business and Professional Women's recent dinner. Harvard University, however, rejected the $25,000. Officials of the university let it be known that it is not Harvard's policy to accept gifts for the promotion of courses of personal interest to the donor. Yale, Princeton and Columbia were bequeathed a similar amount.



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Relaxation Course Proves Popular

A subject has been found in which even the most rebellious schoolboy should revel. "Relaxation," the new "course," has been added to the curriculum of Seattle, Wash., kindergartens, and the children have been taking to it with enthusiasm. Scientifically planned to overcome nervousness and fatigue, the new subject is being taught with the object of educating children in the fundamental and strangely difficult methods of complete relaxation. The children are required to lie prone on mats for ten minutes each day. They lie face down, head turned to the left, right leg extended, and the left leg slightly bent. It is difficult to teach the children the methods of relaxation. They must be carefully coached, but most of them learn rather quickly, and all are enthusiastic.

Latin American Studies Offered in 209 Colleges

The life, customs, history, literature, trade conditions, political life, geography, climatology, geology and archeology of Latin America are the subject of 434 courses dealing with Latin America, which are being offered at 209 American colleges and universities. This remarkable proof of the increasing interest in the countries south of the United States is listed by the division of intellectual co-operation of the Pan-American Union. Before 1895 there was no institution of higher learning in the United States where Latin American life and institutions were considered sufficiently important to devote a course to their discussion. By 1915 five universities were making an effort to acquaint their students with the twenty nations that share the American Continent with the United States and Canada. The situation changes completely as the Latin-American countries were brought into the limelight as a result of the World War.

Modern Children Need More Tears and Smiles

Modern children don't cry enough and they don't laugh enough, according to Dr. Rollo G. Reynolds, headmaster of Horace Mann School for Girls, New York, who recently spoke before the Boston Private School Association. "Children today don't feel things, and the most important problem for the modern school is to remedy that condition," declared the educator. "Restraint of emotions has gone too far. We have made our children a cold, unfeeling lot. Now we must show them that feeling things and expressing emotions is necessary for happiness and real living. Schools have been teaching facts, dull, uninteresting and useless. Trivialities in education should be wiped out. Only the practical and the applicable should be taught, and there should be a relationship between subjects. Emphasis should be put on the general harmony of things. Modern teachers will have to stop thinking for their students. That is a very dangerous thing. Children must be allowed to have their individual opinions and do their own thinking, or they will continue to be the standardized mob they are today."

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Retiring Educator Honored by 2,500

School administrators, public officials, teachers, former pupils and friends joined recently in honoring Dr. Gustave Straubenmueller, associate superintendent of New York City's schools, who retired after more than half a century of service in the public educational system. His contribution to the schools was praised at a luncheon in his honor, attended by about 2,500 persons. He was praised as primarily a lover of teaching and an administrator who has influenced many recent trends and changes in the public school system.

More Knowledge For French Pupils

Great attention is being paid in France just now to the problem of how to cram more knowledge than ever into the school boys' heads without overworking them and ruining by overwork their ability to profit by what they learn. For the past eighteen months a mixed medical and pedagogic commission has been investigating the whole problem from every point of view, and the question of how their recommendations are to be applied is now under consideration of the Ministry of Education and the Higher Council on Education. School hours for all classes, the doctors say, should not exceed from twenty to twenty-three a week, according to the age of the children, and the problem which the schoolmasters must work out is how they can get into that time all the subjects which are now included in the school curriculum. In recent years more and more subjects have been added and time is taken out for gymnasium and practical work.

Ask Congress to Ban High School War Drill

The fight against the New York City Board of Education's recent approval of government-supervised military training courses in the city's high schools will be taken to Washington by the United Parents' Associations of Greater New York Schools. The associations will ask Congress to amend the national defence act to bar the drill units from the public school system. Alexander A. Mayper, chairman of the governing board of the organization, announced that his organization would appeal to Frank P. Graves, State Commissioner of Education, from the recent decision of the City School Board, allowing the principal of Jamaica High School, Queens, to borrow rifles and other military equipment from the War Department for the use of students enrolled in a drill course at that school.

Chicago Teachers Cut to One Position

The Chicago Board of Education has displaced all day teachers who hold night school positions. These are being filled by normal college graduates not yet assigned. The board has likewise announced that day teachers may not teach in both night and summer schools.

Books Treated Better by Negroes

Negro children take better care of school books than white boys and girls, the Texas State Board of Education discovered in a survey made of the free textbooks furnished to public schools. Arithmetics suffered most. Children tore the multiplication tables from 100,000 copies in a school year.

Normal Schools Teach Fascism

Premier Mussolini is spreading Fascism by bigger and better methods. Three large normal schools, all controlled by the Fascist party, teach young women its principles, one training social workers, another domestic science experts, and a third concerning itself with rural workers.

Pair Schools Of Two Nations

More than 100 schools in England and America have been linked in pairs under a scheme which includes exchange of periodicals and correspondence. Harrow School has been "linked" with Phillips Exeter Academy, and St. Paul's with William Penn Charter School in Philadelphia.

A Professional Magazine That GOES HOME

More schoolmen are ordering the JOURNAL OF EDUCATION delivered to their

Home Addresses

One of the latest to do this is Superintendent A. L. Threlkeld of Denver. Mr. Threlkeld wrote us on January 23d:—

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>
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The Detroit Meeting will be covered in our REPORT NUMBER of March 16. Read and preserve this.

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The BOOK TABLE

INTERESTING THINGS TO KNOW. By Margaret L. White and Alice Hanthorn, Cleveland. Illustrated by Sue Runyon and Ruth Bennett. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

These stories are very interesting because they tell children interesting things they want to know. There is a great variety of things children will enjoy. Everything in this beautiful reader is different from any other book for little people that we have seen.

The stories are much longer and hold the attention of children longer than in most books of this class.

This is the third of the "Do and Learn Readers." The things to do require more attention of the reader.

THE TEACHER AND SECONDARY SCHOOL ADMINISTRATION. From the Point of View of the Classroom Teacher. By W. W. Carpenter and John Rhai, University of Missouri. Cloth. 460 pages. Boston, New York, Chicago: Ginn and Company.

This book meets a real new need, and meets it completely. Since practically all elementary school children in city systems now go into the high school for at least a part of the course, all elementary school teachers are preparing their students for some secondary school work.

This book is written especially to interest and enlighten any elementary school teacher about the work for which she is preparing all her pupils. It is a unique and valuable modern book for teachers.

OUR FOOD. By Josephine Worthington, formerly of Rochester, N. Y., and Catherine Victoria Matthews, specialist in geography, Rochester, N. Y. Cloth. 258 pages. Illustrated. Dansville, N. Y.: F. A. Owen.

"Our Food" is the first of a series of four books on "Our Everyday Needs." The others will be: "Our Clothing," "Our Shelter," "Our Transportation."

Education is entirely different when children know that street cars supplant steam traffic, and the bus puts the street cars out of commission, and that trucks eliminate the use of the freight car, and the airplane succeeds the limited train for speed, express car service.

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The school and school books are radically different from what they were a little while ago.

A child is literally four years older at five than he was ten years ago. The child, the school, the school books, are as different from what they were five years ago as is life in the kitchen, in the garden, and in city streets.

PLANNING YOUR FUTURE. An Occupational Civics Test for Junior High School Grades. By George E. Myers, University of Michigan, Gladys N. Little and Sarah A. Robinson, both of Detroit. Cloth. 407 pages. 370 Seventh Avenue, New York: McGraw-Hill Book Company, Inc.

For twenty years we have admired the spirit, sanity and skill of Dr. George E. Myers in his helpfulness in planning how to produce plans to develop the planning for a successful life of students in high schools and colleges.

In "Planning Your Future" Dr. Myers has had the assistance of two eminent guides in planning the planning of youths in Detroit, than which no city is more modern in spirit or more creative in the adaptation of the best of the past to the best in modern education.

FUN-SKETCHING, A PASTIME THAT PAYS. By W. R. Maxwell Foster. Illustrated. Cloth. New York: The Macmillan Company.

This is the one highly satisfactory creative effort to develop a profitable profession for the white-collar class of the unemployed.

From time immemorial boys and girls have amused themselves by making others ridiculous by their drawings.

Now this ingenuity has a limitless market if it has a masterful touch that excels in any phase of fun-making. Several illustrators have jumped into fortune and fame in a year or two. The story of Guyas Williams' leap into world-wide achievement, financially, is almost as fabulous as that of men on the diamond.

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MY BOOK OF HISTORY. A Picturesque Tale of Progress.

"Beginnings." Volume One. 510 Pages.

"Conquests." Volume Two. 512 pages.

Profusely illustrated in color. By Olive Beaupre Miller, assisted by Harry Neal Baum. Chicago, Toronto: The Book House for Children.

Every page is brilliantly illustrated in color so that the children cannot escape the emotional influence of history as persons become human, then civilized, and Christianized.

History is as vitally created as fruit comes from bud to blossom, to green fruit, to ripened fruit, is harvested and marketed. The author knows and appreciates the unfolding of history as clearly as he realizes why winter becomes spring, then summer, then autumn, and she makes it as natural and real as for trees to spring into leaf, give refreshing shade, then turn to many colors and fall from the tree.

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MUSIC APPRECIATION FOR THE JUNIOR HIGH SCHOOL. A Series of Progressive Lessons in Listening, to Accompany "Music Notes" Book Four and Book Five. By Mabelle Glenn, director of music, Kansas City, Missouri, and Margaret Lowry, educational director, Kansas City Symphony Orchestra. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

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The Irishman had successively claimed each one mentioned as a countryman of his own, till at length the Englishman, somewhat nettled, inquired: "How about Shakespeare—was he an Irishman?" to which he received the reply: "Well, I can't say he was altogether, but at all events he had the abilities of one."

Ambition

Though we smile at the Italian in the story, we must admire his ambition.

The young Italian immigrant and his wife had just arrived in New York. While walking down the street they were amazed to see a fire engine go racing past, with smoke and flame pouring forth from the funnel. The Italian eyed the departing monster for a moment, then, running to his wife, exclaimed: "Looka, Rosa, that's the kinda peanut roaster we hava some day."

Speedy Retort

A traveler was walking along a toilsome road, when he came across an old man. Addressing him, he asked how long it would take him to get to the next village. But the man went on with his work, neither speaking nor looking up. The traveler went on his way.

He had not gone far when he heard a call: "Hey, mister! Come back!"

The traveler returned, when the old man said: "It'll take you twenty minutes."

"Why did you not tell me that when I asked you?" asked the traveler.

"How did I know how fast you was going to walk?" retorted the old man. —Answers.

Not Omega

The parents of a large family named their new son "Finis."

As time went on another boy was was born into the family. Later came a girl.

Some one suggested that the youngest boy should be called "Supplement" and his sister "Addenda."

Now We'll Study History

A school teacher was trying to make a class understand what a volcano is like. In reviewing the lesson she drew on the blackboard her own conception of a flaming mountain, using colored crayon with extraordinary effect.

"What is it?" she asked. The pupils shook their puzzled heads. "What does it look like?" she pursued.

A small boy soberly answered: "It looks like hell, ma'am."—Flamingo.

Slipped In

He—"My ancestors came over in the Mayflower."

She—"It's lucky they did. The immigration laws are a little stricter now."

Martial Music

The obliging pianist had rendered several selections, when one of the admiring group of listeners suggested that he play "The Twelfth Mass." Several people echoed the request, and one lady in particular cried out enthusiastically: "Oh, do play it. My husband belonged to that very regiment."

Matrimonial Bond

Maggie—"They tell me you're workin' hard night an' day."

Sarah—"Yes, I'm under a bond to keep the peace for pullin' the whiskers out of that old scoundrel of a husband of mine, and the judge said that if I come before him again, or laid me hands on the old man, he'd fine me $50."

Maggie — "And so you're workin' hard to keep out of mischief?"

Sarah — "Mischief, nothing, I'm workin' to get the $50."

Too Late

She wanted to be in the beauty chorus, so she wrote an application, enclosed her photograph, and was asked to come for an interview. Imagine her surprise when told by the manager she was too late.

She—"Is the position filled?

He—"No, but you should have come when you had this picture taken."

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Talkies in English Schools

Three hundred boys had a new thrill in a West London school recently, when they watched four one-reel talkies in a classroom, as part of their ordinary school work. It is believed to be the first time anywhere in Europe that talkies have been introduced into the schoolroom. Until early May the experiment will be continued in seventeen elementary schools, under the auspices of the Middlesex County Council, and with the eager assistance of movie companies. The school authorities are anxious to discover whether talkies are of real value in elementary schools. Elaborate questionnaires have been prepared for teachers, who will report on the relative merits of silent films and talkies in their classroom work.

Bus Costs Cut

Gradual displacement of the small rural school by the "consolidated" school has brought to many school boards throughout the United States the problem of providing and paying for child transportation. By comparison with other states, California transports its school children longer distances. Approximately twenty-six per cent. of the high school pupils there live more than ten miles from their schools. The average cost per student per year for bus service is $41.35, while the cost of the same privilege for the average elementary school pupil is $28.86 per year. A school bus in the Pacific Coast state makes a daily trip of 37.7 miles on the average, and carries an average load of 30.6 pupils. The expenditure for "local transportation" has come to occupy third place in the budget of union schools in the state, and amounts to 11.5 per cent. of the total current expense.

Columbia Declines Gift

Columbia University, at which almost 20,000 women are enrolled, decided officially that it would be "inexpedient" to accept a bequest of $25,000 from the late Albert E. Pillsbury for the purpose of "developing sound public opinion and action" against the modern feminist movement, which "tends to take women out of the home." Columbia's action leaves only Yale University officially undecided as to the bequest, Harvard and Princeton already having declined to accept it.

Would Authorize Instrumental Music

A bill has been introduced in the Ohio legislature to permit the teaching of instrumental as well as vocal music in the public schools of the state. Plans are being formulated to have other states take similar action.

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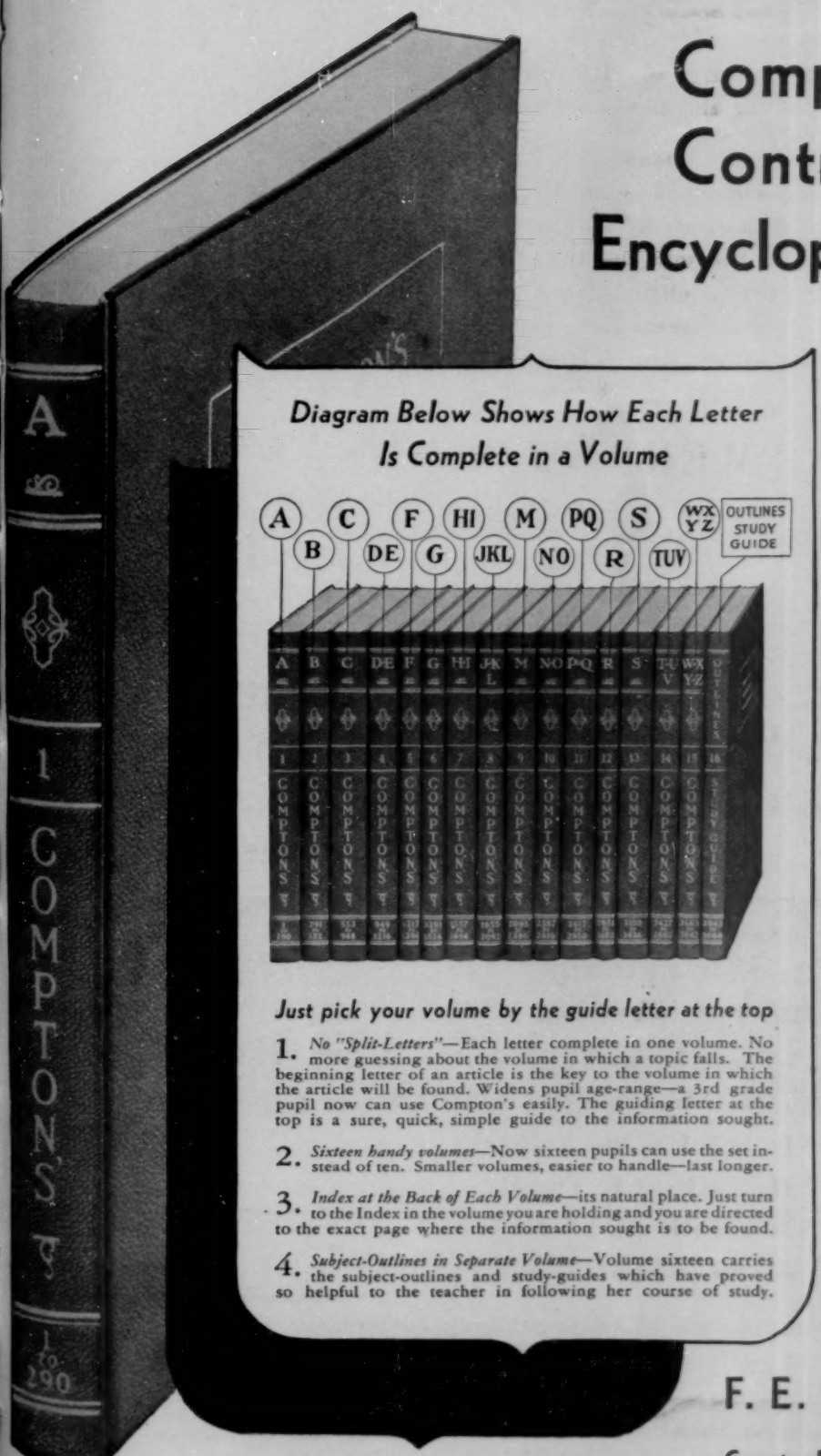

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